THERE'S A BRAND NEW SCHOOL BOARD IN YOUR FUTURE — READY TO GO TO WORK WITH YOU!

1. ON DEC 27-28 THERE'S A **STUDENT-SCHOOL BOARD CONFERENCE** WHERE YOUR STUDENT REPRESENTATIVES AND THE NEW BOARD WILL GET DOWN TO DETAILS ON HOW TO WORK OUT A REALLY GOOD, TURNED ON SCHOOL PROGRAM. THEY'LL OPEN UP A DIALOG ON SCHOOL PROBLEMS, TRADE IDEAS ON WHAT TO DO ABOUT THEM.

2. GET HOLD OF YOUR STUDENT REP (your teacher or student council has his or her name) WITH YOUR LIST OF QUESTIONS FOR THE CONFERENCE, LIKE: What new courses do we want? What about discipline? Can we get schools open at night? What about real job training? Are we being educated for the real world? etc.

3. WHEN YOUR STUDENT REP COMES BACK FROM THE CONFERENCE ASK HIM OR HER — WHERE DO WE GO FROM HERE??

MASTER COPY

FOR RELEASE

December 12, 1969

Julius W. Hobson
Washington Institute for
Quality Education
300 M St., S.W.
554-3308

STATEMENT BY JULIUS W. HOBSON

BEFORE THE D.C. COALITION ON NATIONAL PRIORITIES AND LOCAL NEEDS

During the past few weeks news stories have highlighted violence in the D.C. public schools. Increasing disrespect, hostility, physical threats and distruction is a reality. However, unlike city officials and some educators, I cannot advocate punishing young people -- graduating at the rate of over 5,000 a year -- for being unable to function in our society. It seems far more reasonable and right to jail city fathers, School Board Members and school administrators who failed to support the abolition of inequity in public education, the tract system, and special privilege.

The Chairman of the City Council, Mr. Gilbert Hahn, during his long years as a resident of the District never offered to lend his prestige, money or support to helping students read, learn to count or secure sufficient books and resources to find a positive role in society. Now he, and men like him, are offering to help control "violence" in the schools when they failed to indicate any prior interest in the welfare of students. What is the point in locking the barn door after the horse has been stolen? We are too late with too little.

Thousands of students have been destroyed or pushed out by the ruinous educational practices of the District. These students are returning to the only real place they know to vent their hostility and frustrations -- the schools. Many of them are still school age -- but are "push-outs," drop-outs," or part of the nearly one-third daily "absentee count" -- an indication of the growing malaise of the system.

The "answer" to the problem is not Hahn's City Council oppressiveness like wall-to-wall police at School Board meetings nor is it the Superintendent's suggestion (without plan) of community cooperation. The crisis will not be averted until the following first steps have been taken. Unless these actions are immediately initiated, I can only predict an educational holocaust, a rebellion by the young against the existing inequities and incarceration characterized by increasing student strikes and destruction. Any "answer" is two-fold -- "long range" and "short range."

Short Range Requirements: The District should identify emergency funds to:

1. Work with the United States Employment Service in D.C. to establish a special counseling and employment service at each high school. Young people not enrolled at the school should be directed to special counselors. Rather than slamming doors

repeatedly in the face of the jobless youth, high school employment and counseling offices should offer continuing services and direction to drop-outs and graduates (similar to college placement offices). Former students should be welcome and assisted with job information, enrollment in city youth programs, and help with special health or welfare needs.

2. Select, train and employ a Hall Patrol Official in every high school, junior high school and designated elementary schools. This person should be employed full-time by the school system to patrol the halls -- providing directions and assistance to students (with hall passes) and adults. Young people not enrolled in the school should be directed for help to the special counseling office. Individuals selected for hall patrol duties should reside in the neighborhood and relate to young people -- they might be retired from other jobs. They should not be armed or uniformed.

3. Force the Justice Department to design an intensive program to combat the illegal drug traffic raging in the city schools rather than concentrating their resources on the persecution of political dissenters. Neither the community nor the local police alone can deal with the highly organized interstate and international aspects of drug traffic.

Long Range Requirements:

1. As I have emphasized during my year on the Board, drastic educational reforms are urgent. To relieve crowding and other problems, the District should immediately investigate and develop plans to convert to a year-round educational system similar to the Atlanta Plan. Work-study and employment programs should be scheduled on a year-round basis rather than forced during the summer months.

2. Any young person under the age of 21, should be encouraged to complete his high school education at public expense at evening schools sponsored by the Board of Education. Vocational education must be expanded to all schools rather than crowded into special schools.

Retraining teachers, redistributing decision making, equalizing books and resources, streamlining the budget, and improving administrative techniques are needed to avert an educational disaster. However, as long as "special privilege" remains the modus operandi of the school administration, then tragedy cannot be avoided. Special privilege and unequal treatment have brought us to the brink of disaster and will push us over unless we shift our attitudes and priorities.

# # # #

A WTOP EDITORIAL

A reasonable opportunity is afforded to responsible spokesmen for presentation of views contrasting with those broadcast in WTOP Editorials. Persons desiring to do so must make request within five days of broadcast. WTOP reserves the right both to designate the spokesman and to deny such requests if, in its judgment, substantially the same viewpoints have been or are being fairly presented.

BROADCAST HOUSE WASHINGTON, D.C. 244-5678 POST-NEWSWEEK STATIONS, A Division of the Washington Post Company

VIOLENCE IN D. C. PUBLIC SCHOOLS

(This editorial was broadcast January 8, and 9, 1970 over WTOP Radio and Television) (#216)

This is a WTOP editorial.

The D. C. School Board deserves very poor marks for leadership.

Much the same can be said for the school administration.

The D. C. public schools have been in a state of crisis or near-crisis for so many years it's become almost an accepted way of life. The periodic outbursts of violence in recent months are just another signal of distress.

The decay of the schools has coincided with the decay of leadership. Until some take-charge leadership shows itself, the schools will continue to sink.

In the flurry this week over violent episodes in some schools, for example, the superintendent and most members of the board in effect threw up their hands, saying they'd done all they could. The Mayor and the City Council chairman were forced to take charge of organizing a response to the problem.

Certainly, violence in the schools is interwoven with many other problems. Unquestionably, the schools need much help from the outside.

But the school leadership has failed to enlist that help and to give it both urgency and direction. It also has failed to go beyond mere housekeeping to take bold initiatives within its own sphere.

A great deal needs to be done, for instance, to mobilize constructively the resources of the students themselves, their parents, and their neighborhoods. This requires leadership, and it has to flow downward from the top.

But the top is weakest of all. The school board's first year of operation has been a sharp disappointment. The new membership now coming on the board must be encouraged to pick up the traces and get the board moving.

The absence of leadership in the D. C. school system shows up most when the crises bloom. Really strong leadership, on the other hand, just might prevent the crises from happening.

This was a WTOP editorial...Norman Davis speaking for WTOP.

PRESS RELEASE
June 18, 1969

MEMORANDUM

To : Members of the Board of Education

From : Julius W. Hobson

Subject : Mr. John A. Sessions' Memorandum -- "Comparative Expenditures by School"

With all due respect to Mr. Sessions, I have to point out that his memorandum dealing with expenditure per pupil data prepared by the school administration raises some question regarding his understanding of the nature and purpose of the data requested. His memorandum and his statistical analysis are full of assumptions and mathematical uncertainties which border on what could be called academic nonsense.

I have said as Chairman of the Committee to Implement the Wright Decision that the statistical data which I requested are indeed limited in terms of measuring quality education, but they are not limited in terms of measuring the running inequity practiced against Black children by this school administration and by all prior boards of education. The information requested in the educational audit is computational in nature -- quantitative rather than qualitative. Any high school statistician will readily admit the limitations of these data.

As to the methods of measurement exhibited in Chart B -- Average Expenditure Per Pupil -- may I point out that the United States District Court of the District of Columbia and the Court of Appeals have accepted these methods of computing the average expenditure per pupil and handed down a decision supporting same. The United States Congress, House Committee on Education and Labor, in 1965 and 1966, accepted the methods of computing average expenditure per pupil by using average daily membership for school population. The Research Division of the National Education Association has also used average daily membership to arrive at average expenditure per pupil. The United States Office of Education in its publication, STATE EDUCATION RECORDS AND REPORT SERIES; HANDBOOK II, recommends average daily membership as the best measure of pupil load.

PRESS RELEASE
June 18, 1965

MEMORANDUM

To : Members of the Board of Education

From : Julian W. Bolden

Subject : Mr. John A. Bastiens' Memorandum -- "Comparative Expenditures by School"

With all due respect to Mr. Bastiens, I have to point out that his memorandum dealing with expenditures per pupil data prepared by the school administration raises some question regarding his understanding of the nature and purpose of the data requested. His memorandum and his statistical analysis are full of assumptions and mathematical uncertainties which border on what could be called academic nonsense.

I have said on Chairman of the Committee to Implement the Bright Decision that the statistical data which I requested are limited limited in terms of measuring quality education, but they are not limited in terms of measuring the running inequity practiced against Black children by this school administration and by all prior boards of education. The information requested in the educational audit is computational in nature -- quantitative rather than qualitative. Any high school statistician will readily admit the limitations of these data.

As to the methods of measurement established in Chart 3 -- Average Expenditure Per Pupil -- may I point out that the United States District Court of the District of Columbia and the Court of Appeals have accepted those methods of computing the average expenditure per pupil and handed down a decision supporting same. The United States Congress, House Committee on Education and Labor, in 1963 and 1964, accepted the methods of computing average expenditure per pupil by using average daily membership for school population. The Research Division of the National Education Association has also used average daily membership to arrive at average expenditure per pupil. The United States Office of Education in its publication, STATE EDUCATION RESOURCE AND EFFORT SERIES; HANDBOOK II, recommends average daily membership as the best measure of pupil load.

Mr. Sessions' assertions that classroom capacity is a better measurement in computing average expenditure per pupil comes without authority, evidence or mathematical reasonableness. His memorandum states that it is odd to blame Dr. William Manning for whatever inequalities are revealed by the data supplied by the school administration. The memo surprisingly attempts to absolve the superintendent of any responsibility in the matter. May I remind Mr. Sessions that Dr. Manning has exhibited a complete lack of leadership, responsibility or concern since he has been superintendent of the District of Columbia Public Schools. His administration has been drifting. He has been superintendent for more than a year and has had ample time to present at least a plan to the Board of Education to implement what is now the law of the District of Columbia. The memorandum says that the Board of Education and the school administration have addressed themselves to correcting the situation revealed by the charts in two ways, which according to Mr. Sessions, are the only ways he can imagine of dealing with these peculiar inequities. This statement raises some question about Mr. Sessions' knowledge of statistical methods, and his lack of concern about the inequities visited upon poor Black children in this community. The Board according to Mr. Sessions undertook the most complete redrawing of school boundaries ever accomplished by any school district in the United States. This he asserts was a real act of courage. Can any Board member be unaware of the fact that the United States Court of the District of Columbia directed the Board of Education and the school administration to redraw school boundaries to achieve economic and racial balance? The second great move by the Board, according to the memorandum, was the reduction of its capital outlay program in such a way as to put construction money in those projects where most needed in the community. Again the Board of Education was two years late in conforming with the Wright Decision. Up to now the Board of Education and the school administration has constructed schools in the wealthy "Negro" and the wealthy White communities at the expense of the poor Black children located in areas with low median family incomes. This again has been in violation of the law.

From a statistical point of view Mr. Sessions' memorandum could not be more unsound. He assumes without authority a 10% variation above and below the average expenditure per pupil for the entire District of Columbia as "fair". On what grounds can he make such an assumption? The memorandum assumes such without the slightest bit of evidence to support these assumptions. The statistical nonsense fashioned in this memorandum based on some kind of concept called expenditure per capacity is not only untenable, it is unintelligible. Mr. Sessions' data show expenditure per pupil at Alton Elementary School of $328 in 1968 based on a building capacity of 996 students and an average expenditure of $987.045. In reality the average daily membership at Alton in 1968 was 1 064.5 pupils which computes out on anybody's

calculator to an average expenditure per pupil of $363.59. What about the overcrowding in the school? Or does Mr. Sessions really mean that we can equalize resources by closing off classrooms?

The parents of the District of Columbia are not interested in the cost per empty seat in the public schools. They are interested in the cost or the amount of money spent individually and collectively on their children. It is unfortunate that Mr. Sessions did not clarify further his vague conception of educational statistics. The memorandum sadly leaves much to be desired and reveals a vacuum in the authors knowledge in this area.

10 Carbons

PRESS RELEASE DRAFT--6/18/69

MEMORANDUM

To: Members of the Board of Education

From: Julius W. Hobson

Subject: Mr. John A. Sessions Memorandum entitled "Comparative Expenditures by School"

With all due respect to Mr. Sessions, I ~~am sorry to~~ have to point out that his memorandum ~~allegedly~~ dealing with expenditure per pupil data prepared by the school administration ~~at at my request shows~~ raises some question regarding his ~~that he alone has a complete lack of~~ understanding of the nature and purpose of the data requested. ~~It is surprising that a man of Mr. Sessions experience in education could so misinterpret these data on average expenditure per pupil~~. His Memorandum and his statistical analysis are full of assumptions and mathematical uncertainties which border on what could be called academic nonsense. ~~Mr. Sessions asserts in his memorandum that the press, the school administration and certain board members have badly misread the data furnished by the school administration.~~ I have said as Chairman of the Committee to Implement the Wright Decision that the statistical data which I requested are indeed limited in terms of measuring quality education, but they are not limited in terms of measuring the running inequity practiced against Black children by this school administration and by all prior boards of education. The information requested in the educational audit is computational in nature, quantitative rather than qualitative. Any high school statistician will readily admit the limitations of these data. ~~In terms of~~ As to the methods of measurement exhibited in Chart B entitled Average Expenditure Per Pupil, may I point out ~~to Mr. Sessions~~ that the United States District Court of

To: [illegible] of the Board of Education

From: [illegible] Hagen

Subject: Mr. John [illegible] memorandum entitled "Our Passive Research Program [illegible]"

[illegible] I will [illegible] respect to Mr. Sensiper, I [illegible] have to point out [illegible] the reason [illegible] only [illegible] with [illegible]

[illegible] his [illegible] the lack of understanding of the nature of the [illegible] research [illegible] understanding that [illegible] of [illegible] discussions [illegible]

[illegible] from [illegible] the [illegible] research [illegible] economic pressures. Mr. Sensiper [illegible]

[illegible] actually [illegible] the [illegible]

[illegible] Dean

[illegible] Liberal Arts [illegible] of measuring quality education, but they are not limited to [illegible] of measuring the [illegible] quality produced [illegible] graduates [illegible] of [illegible] by [illegible] school [illegible] and by all [illegible] [illegible] of [illegible] on. The [illegible] problem measured in the educational [illegible] is [illegible] and [illegible], [illegible] under the [illegible]

[illegible] in good [illegible] average [illegible] point out [illegible]

the District of Columbia and the ~~United States~~ Court of Appeals ~~of the District ofColumbia~~ have accepted ~~my~~ these methods of computing the average expenditure per pupil and handed down a decision supporting same. The United States Congress, House Committee on Education and Labor, in 1965 and 1966 accepted ~~my~~ the methods of computing average expenditure per pupil by using average daily membership for school population. ~~May I point out to Mr. Sessions that~~ The Research Division of the National Education Association has also ~~supported by~~ uses average daily membership to arrive at average expenditure per pupil. ~~Finally, May i point out to Mr. Sessions that~~ The United States Office of Education in its publication entitled State Education Records and Report Series Handbook #2, recommends average daily membership as the best measure of pupil load. Mr. Sessions' assertions ~~which border on statistical nonsense~~ that classroom capacity is a better measurement in computing average expenditure per pupil comes without authority, evidence or mathematical reasonableness ~~down to avsolute statistical nonsense. Mr. Sessions in a burst of honesty states in~~ His memrandum states that it~~s~~ is odd to ~~p~~ blame Dr. William Manning for whatever inequalities are revealed by the data supplied by the school ~~Mr. Mannning's~~ administration. The memo ~~Mr. Sessions~~ asserts further that Mr. Manning ~~was not suprerintendent of the schools at the time these data were computed and that he is therefore ~~in~~ not responsible for the condition of the public schools~~. May I remind Mr. Sessions that ~~DRRR~~ Dr. Manning has exhibited a complete lack of leadership, responsiblity or concern ~~and (pervise~~ ~~up?~~) since he has been superintendent of the District of Columbia Public Schools. His administration has been drifting. He has been superintendent for more than a year and has had plenty of time to present at least a plan to the Board of Education to implement what is now the law of the land. ~~Mr. Sessions asserts also that the~~

The memorandum says that the Board of Education and the school administration have addressed ~~itself~~ ~~themselves~~ themselves in two ways, which ~~in two ways~~ to correct the situation revealed by the charts. ~~According~~ according to Mr. Sessions ~~these~~ are the only ~~two~~ ways he can imagine of dealing with these peculiar inequities. This statement raises some question about Mr. Sessions ~~reveals Mr. Sessions~~ ~~indifference and or knowledge~~ ignorance of statistical methods, and his ~~insensitivity of~~ lack of concern about the inequities visited upon poor Black children in this community. ~~/1/~~ ~~more than it does anything else.~~ ~~Mr. Sessions asserts that~~ the Board, according to Mr. Sessions undertook the most ~~more~~ complete redrawing of school boundaries ever accomplished by any school ~~department~~ district in the United States. This he asserts was a real act of courage. ~~He asserts that this was an act of real~~ Can any Board member be ~~unaware~~ ~~Is Mr. Sessions~~ unaware of the fact that the U. S. Court of the District of Columbia ~~in the Skelley Wright Decree~~ directed the ~~docile~~ Board of Education and the school administration to redraw ~~these~~ school boundaries to achieve economic and racial balance. ~~That this was one of the directives in the Hobson v. Hansen decision.~~ The second great move by the Board according to the memorandum, was the ~~Mr. Sessions also asserts that the board has redirected the~~ redirection of its capital outlay program in such a way as to put construction money in those projects where most needed in the community. Again ~~that are rateal overcrowing~~. ~~May I point out to Mr. Sessions a~~ The Board of Education was ~~that more than~~ two years later ~~the board of education is confiring~~ in conforming with the Wright decision, ~~which directed that equaity and fairness be imposed in education~~ with what school. Up to now the board of education and the school administration has constructed schools in the wealthy Negro and the wealthy white communities at the expense of the poor Black children located in areas with low median family incomes. This again has been in violation of the law. From a stistical point of view Mr. Sessions memorandum could not be more unsound. ~~is absolute nonsense~~. He assumes without authority a 10% variation above and below the average expenditure per pupil for the entire district of Columbia as "fair." ~~What is Mr. Sessions authority on~~ On what grounds ~~does~~ can he ~~presume to~~ make such an assumption?

~~Mr. Sessions assumed many things in this~~ The memorandum ~~which he is incapable of or is he did not produce data to prove.~~ assumes much without the slightest hint of evidence to support these assumptions ~~Needless to go further than to his example of~~ the statistical nonsense fashioned in this memorandum based on some kind of concept called expenditure per capacity. ~~For~~ It's not only untenable it is unintelligible. ~~His example in 1968~~ ~~In 1968~~ Mr. Sessions data show an average expenditure per pupil at Aiton Elementary School of $388 in 1968 based on a building capacity of 996 students and an average expenditure of $387,045. In reality the average daily membership at Aiton in 1968 was ~~100,064.3~~ 1,064.5 pupils which computes out on anybody's calculator to an average expenditure per pupil of $363.59. ~~and so on throughout Mr. Sessions memorandum~~ what about the overcrowding in the school? Or does Mr. Sessions really mean that we can equalize resources by closing off classrooms?

¶ The parents of the District of Columbia are not interested in the cost per empty seat in the public schools. They are interested in the cost ~~of~~ or the amount of money spent individually and collectively on their children. ~~It is~~ It is unfortunate that Mr. Sessions did not ~~seek advice from someone who has an understanding of~~ clarify further his vague conceptions educational statistics. The memorandum sadly leaves much to be desired, and reveals a vacuum in ~~his~~ the author's knowledge in this area.

PRESS RELEASE
June 18, 1969

MEMORANDUM

To : Members of the Board of Education

From : Julius W. Hobson, Chairman
Committee to Study Implementation of
the Wright Decree

Subject : Proposal for Summer Implementation of the Wright Decree

At the request of the Committee to Implement the Wright decree, we have received a series of reports from the school administration dealing with (1) expenditures per pupil, (2) special projects in the public schools, (3) essential equipment in the public schools, (4) curriculum change in the public schools, (5) books per pupil in the public schools, and (6) availability of library facilities in the public schools.

It is apparent from this preliminary data that the school administration has failed or refused to implement what is now the law of the District of Columbia -- the Skelley Wright decree in the Hobson v. Hansen Case upheld by the United States Court of Appeals. I cannot begin to impress upon the members of the Board of Education the danger of functioning outside the law.

The school administration has had since June 19, 1967, to implement this decree. We do not hold the Superintendent responsible for decisions which occurred prior to his contract; however, Mr. Manning has had more than a year to outline a decisive course of action and has failed to do so. I therefore feel that this administration should not be given another year to continue its inertia, ignorance and indifference in this matter. As a member of the Board of Education, I am now in the position of being a defendant in my own case and am therefore subject to the same penalties as can be imposed upon the administration for their apparent contempt of United States District Court. In light of the lapse of time in this matter, I make the following motion:

To : Members of the Board of Education

From : Julius W. Hobson, Chairman
Committee to Study Implementation of
the Wright Decree

Subject : Proposal for Summer Implementation of the Wright Decree

At the request of the Committee to Implement the Wright decree, we have received a series of reports from the school administration dealing with (1) unparalleled and public; (2) special programs in the public schools; (3) essential equipment in the public schools; (4) environmental change in the public schools; (5) basic per pupil in the public schools; and (6) availability of library facilities in the public schools.

It is apparent from this preliminary data that the school administration has failed to realized to implement what is now the law of the district of Columbia -- the Shelley Wright decree in the Hobson v. Hansen case upheld by the United States Court of Appeals. I cannot begin to inquire upon the members at the Board of Education the amount of Institutions outside the law.

The school administration has had since June 13, 1967, to implement this decree. We do not hold the superintendent responsible for instances which occurred prior to his tenure; however, Mr. Hansen has had more than a year to outline a definitive course of action and he failed to do so. I therefore feel that this administration should use the given another year to correct the inequities, inequities and inefficiency in this matter. As a member of the Board of Education, I am now in the position of taking a determinant in my own part and an therefore subject in the same penalties as one is imposed upon the administrative for their immediate contempt of United States District Court. In light of the lapse of time in this matter, I make the following motion:

THAT THE BOARD OF EDUCATION MEET A MINIMUM OF ONCE A WEEK THIS SUMMER AND AS MANY TIMES AS NECESSARY TO IMPLEMENT THIS DECREE.

I suggest that the schedule of these meetings be set up by the Secretary of the Board of Education with the first meeting occuring during the week of June 23, 1969. I propose that Mr. Manning bring to the Board each week a plan for dealing with the inequity in each of these areas. In turn, I will request the remaining data outlined in my February 4 memorandum by July 6.

The following is an example of the type of plan which should be developed and proposed by the Superintendent and discussed and approved by the full Board. I propose that this plan together with the Superintendent's proposal be discussed at the first meeting the week of the 23rd.

TEXTBOOK REFORM (EMERGENCY)

In order to correct the extreme disparities and inequalities in textbooks in the school system, I make the following motion:

1. THAT Department Chairmen in all schools are ordered to work for one full week after the closing of school taking full inventory of all books in use.*

2. THAT the Supervising Directors of each Department fully cooperate with the Department Chairmen in dividing the books into the following categories:

a. Books with racist content -- all such books should be condemned.

b. Books in American literature and American history which contain no selections about Black people -- all such books should be <u>retired</u> as textbooks and should be used only as reference or supplementary books.

3. THAT the Supervising Directors of each Department be responsible for reporting the following information to the Board no later than August 1, 1969, the results of the survey in the following terms on a school by school basis:

a. Names and numbers of books to be condemned.

b. Names and numbers of books to be retired, as textbooks.

*It must be understood that Department Chairmen are to be compensated for the extra week's work.

THAT THE BOARD OF EDUCATION MEET A MINIMUM OF ONCE A WEEK THIS SUMMER AND AS MANY TIMES AS NECESSARY TO [illegible].

I suggest that the schedule of these meetings be set up by the Secretary of the Board of Education with the first meeting [illegible] during the week of June 22, 1959. I propose that Mr. Manning bring to the Board each week a plan for dealing with the inequity in each of these areas. In turn, I will request the [illegible] be realized in or February a memorandum by July 6.

The following is an example of the type of plan which should be developed and proposed by the Superintendent and discussed and approved by the full Board. I propose that Mr. Allen Impellus with the Superintendent's proposal be discussed at the first meeting the week of the 22nd.

[illegible]

In order to correct the extreme disparities and inequalities in textbooks in the school system, I make the following motion:

1. THAT Department Chairmen in all schools are ordered to work for one full week after the closing of school taking full inventory of all books in use.*

2. THAT the Supervising Directors of each Department fully cooperate with the Department Chairmen in dividing its books into the following categories:

a. Books with racist content -- all such books should be condemned.

b. Books in American literature and American history which contain no reference about Negro people -- all such books should be retained as textbooks and should be used only as [illegible] or supplementary books.

3. THAT the Supervising Directors at each Department be responsible for reporting the [illegible] information to the Board by last this August 1, 1959, the results of the survey in the following form on a school-by-school basis:

a. Names and numbers of books to be condemned.

b. Names and numbers of books to be retained, as textbooks.

*It must be understood that Department Chairmen can be compensated for the extra week's work.

c. Names and numbers of books needed to replace retired or condemned books.

d. Names and numbers of books needed to bring all schools with a below average pupil-book ratio up to the city-wide average.

4. THAT after the reports from the Supervising Directors have been received, the Board establish an emergency fund to institute the suggested book reform in conformity with Judge Wright's Decision in Hobson v. Hansen.

The elected school board members cannot violate the law another year or allow the administration to remain haphazard and apathetic. We must provide a sound and equitable basis for immediate constructive change.

PRESS RELEASE
June 18, 1969

MEMORANDUM

To : Members of the Board of Education

From : Julius W. Hobson, Chairman
Committee to Study Implementation of
the Wright Decree

Subject : Proposal for Summer Implementation of the Wright Decree

At the request of the Committee to Implement the Wright decree, we have received a series of reports from the school administration dealing with (1) expenditures per pupil, (2) special projects in the public schools, (3) essential equipment in the public schools, (4) curriculum change in the public schools, (5) books per pupil in the public schools, and (6) availability of library facilities in the public schools.

It is apparent from this preliminary data that the school administration has failed or refused to implement what is now the law of the District of Columbia -- the Skelley Wright decree in the Hobson v. Hansen Case upheld by the United States Court of Appeals. I cannot begin to impress upon the members of the Board of Education the danger of functioning outside the law.

The school administration has had since June 19, 1967, to implement this decree. We do not hold the Superintendent responsible for decisions which occurred prior to his contract; however, Mr. Manning has had more than a year to outline a decisive course of action and has failed to do so. I therefore feel that this administration should not be given another year to continue its inertia, ignorance and indifference in this matter. As a member of the Board of Education, I am now in the position of being a defendant in my own case and am therefore subject to the same penalties as can be imposed upon the administration for their apparent contempt of United States District Court. In light of the lapse of time in this matter, I make the following motion:

June 18, 1969

MEMORANDUM

To : Members of the Board of Education

From : Julius M. Cohen, Chairman
Committee to Study Implementation of
the Wright Decree

Subject : Proposal for Summer Implementation of the Wright Decree

At the request of the Committee to Implement the Wright decree, we have received a series of reports from the school administration dealing with (1) expenditures per pupil, (2) special instruction in the public schools, (3) essential equipment in the public schools, (4) curriculum changes in the public schools, (5) book per pupil in the public schools, and (6) availability of library facilities in the public schools.

It is apparent from this preliminary data that the school administration has failed or refused to implement what is now the law of the State of Columbia -- the Shelley Wright decree in the Superior Court case upheld by the United States Court of Appeals. I cannot begin to impress upon the members of the Board of Education the danger of functioning outside the law.

The school administration has had since June 19, 1961, to implement this decree. We do not hold the Superintendent responsible for decisions which occurred prior to his assumed power. He, however has had more than a year to outline a decisive course of action and has failed to do so. I therefore feel that the administration should not be given another year to continue its inertia, ignorance and indifference in this matter. As a member of the Board of Education, I am now in the position of being a defendant in my own case and am therefore subject to the same penalties as one is imposed upon the administration for their apparent contempt of United States Federal Court. In light of the lapse of time in this matter, I make the following motion:

THAT THE BOARD OF EDUCATION MEET A MINIMUM OF ONCE A WEEK THIS SUMMER AND AS MANY TIMES AS NECESSARY TO IMPLEMENT THIS DECREE.

I suggest that the schedule of these meetings be set up by the Secretary of the Board of Education with the first meeting occuring during the week of June 23, 1969. I propose that Mr. Manning bring to the Board each week a plan for dealing with the inequity in each of these areas. In turn, I will request the remaining data outlined in my February 4 memorandum by July 6.

The following is an example of the type of plan which should be developed and proposed by the Superintendent and discussed and approved by the full Board. I propose that this plan together with the Superintendent's proposal be discussed at the first meeting the week of the 23rd.

TEXTBOOK REFORM (EMERGENCY)

In order to correct the extreme disparities and inequalities in textbooks in the school system, I make the following motion:

1. THAT Department Chairmen in all schools are ordered to work for one full week after the closing of school taking full inventory of all books in use.*

2. THAT the Supervising Directors of each Department fully cooperate with the Department Chairmen in dividing the books into the following categories:

a. Books with racist content -- all such books should be condemned.

b. Books in American literature and American history which contain no selections about Black people -- all such books should be <u>retired</u> as textbooks and should be used only as reference or supplementary books.

3. THAT the Supervising Directors of each Department be responsible for reporting the following information to the Board no later than August 1, 1969, the results of the survey in the following terms on a school by school basis:

a. Names and numbers of books to be condemned.

b. Names and numbers of books to be retired, as textbooks.

*It must be understood that Department Chairmen are to be compensated for the extra week's work.

THAT THE BOARD OF EDUCATION MEET A MINIMUM OF ONCE A
WEEK THIS SUMMER AND AS MANY TIMES AS NECESSARY TO
IMPLEMENT THIS INDEX.

I request that the schedule of these meetings be set up by the Secretary of the Board of Education with the first meeting scheduled during the week of June 12, 1959. I propose that Mr. Kendall sitting in the Board each week a plan for dealing with the inequity in each of these areas. In turn, I will request the remaining five positions in my Advisory 4 recommendations by July 6.

The following is an example of the type of plan which should be developed and proposed by the Superintendent and approved by the full Board. I propose that this plan requires with the Superintendent's proposal be discussed at the first meeting the week of the 23rd.

[illegible] (Proposed)

In order to correct the extreme disparities and inequalities in textbooks in the school system, I make the following motion:

1. THAT Department Chairmen in all schools are ordered to work for one full week after the closing of school taking full inventory of all books in use.*

2. THAT the Supervising Directors of each Department fully cooperate with the Department Chairmen in dividing the books into the following categories:

a. Books with racist content -- all such books should be condemned.

b. Books in American literature and American history which remain as selections about Negroes or all such books should be retained or replaced to be used only as reference or supplementary books.

3. THAT the Supervising Directors of each Department be responsible for supplying the following information to the Board no later than August 1, 1959, the results of the survey in the following terms on a school by school basis:

a. Names and numbers of books to be condemned.

b. Names and numbers of books to be retained as textbooks.

*It may be understood that Department Chairmen are in no [illegible] for the extra week's work.

c. Names and numbers of books needed to replace retired or condemned books.

d. Names and numbers of books needed to bring all schools with a below average pupil-book ratio up to the city-wide average.

4. THAT after the reports from the Supervising Directors have been received, the Board establish an emergency fund to institute the suggested book reform in conformity with Judge Wright's Decision in Hobson v. Hansen.

The elected school board members cannot violate the law another year or allow the administration to remain haphazard and apathetic. We must provide a sound and equitable basis for immediate constructive change.

PRESS RELEASE
June 18, 1969

~~DRAFT--6/16/69~~

MEMORANDUM

To : Members
Board of Education

From : Julius W. Hobson, Chairman
Committee to Study Implementation of
the Wright Decree

Subject : Proposal for ~~Immediate~~ Summer Implementation of the Wright Decree

At the request of the Committee to Implement the Wright Decree, we have received a series of reports from the school administration dealing with (1) expenditures per pupil, (2) special projects in the public schools, (3) essential equipment in the public schools, (4) curriculum change in the public schools, (5) books per pupil in the public schools, and (6) availability of library facilities in the public schools.

It is apparent from this preliminary ~~the~~ data ~~in these reports~~ that the school administration has failed or refused to implement what is now the law of the District of Columbia ~~land~~ -- the Skelley Wright Decree in the Hobson v. Hansen Case, upheld by the United States Court of Appeals. I cannot begin to impress upon the members of the Board of Education the danger of functioning outside the law ~~of the land~~.

¶ The school administration has had since June 19, 1967 to implement this decree. ~~Mr. Manning has had more than a year to outline a decisive course of action and has failed to do so.~~ ~~Board.~~ I therefore feel that ~~they~~ this administration should not be given another year to continue ~~their~~ its inertia, ignorance and indifference in this matter. As a member of the Board of Education, I am now in the position of being a defendant in my own case and am therefore subject to the

the Superintendent ~~has~~ responsible for decisions which occurred prior to his contract; however, we ~~did~~ do not hold

same penalties as can be imposed upon the administration for their apparent contempt of United States District Court. In light of the lapse of time in this matter, I make the following motion:

THAT THE BOARD OF EDUCATION MEET ~~EVERY~~ a minimum of once a WEEK THIS SUMMER and AS MANY TIMES AS NECESSARY TO IMPLEMENT THIS DECREE.

I suggest that the schedule of these meetings be set up by the Secretary of the Board of Education with the first meeting occuring during the week of June 23, 1969. I propose ~~to~~ that Mr. Manning bring to the Board each week a plan for dealing with the inequity in each of these areas. In turn, ~~my~~ I will request the remaining data outlined in my ~~the~~ February 4 memorandum by July 61

The following ~~is the plan for the week of the 23rd which we will call~~ "Textbook Reform (Emergency)." (all caps underlined centered)

In order to correct the extreme disparities and inequalities in textbooks in the school system, I make the following motion:

1. THAT Department Chairmen in all schools be ordered to work for one full week after the closing of school taking full inventory of all books in use.*

2. THAT the Supervising Directors of each Department fully cooperate with the Department Chairmen in dividing the books into the following categories:

a. Books with racist content -- all such books should be condemned.

b. Books in American literature and American history which contain no selections about Black people -- all such books should be <u>retired</u> as text books and should be used only as reference or supplementary books.

This is an example of the type of plan which should be developed and proposed by the superintendent and discussed and approved by the full Board. I propose that together with the superintendent this proposal be discussed at the first meeting the week of the 23rd

3. THAT the Supervising Directors of each Department be responsible for reporting the following information to to the Board no later than August 1, 1969, the results of the survey in the following terms on a school by school basis:

(a) Names and numbers of books to be condemned.

(b) Names and numbers of books to be retired, as textbooks.

(c) Names and numbers of books needed to replace retired or condemned books.

(d) Names and numbers of books needed to bring all schools with a below average pupil-book ratio up to the city-wide average.

4. THAT after the reports from the Supervising Directors have been received, the Board establish an emergency fund to institute the suggested book reform in conformity with Judge Wright's Decision in Hobson v. Hansen.

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or allow the administration to remain

It ~~the~~ the elected school Board members cannot violate the law another year. We must provide a sound and equitable basis for immediate constructive change.

*It must be understood that Department Chairmen are to be compensated for the extra week's work.

210

PRESS RELEASE
J. W. Hobson
554-3308
July 30, 1969

A TIME TO BUILD

The children of the District of Columbia have waited two years for the implementation of Judge Wright's landmark decision in the Hobson v. Hansen case. To some citizens of the District the obvious "implementation" came in the quick and painful shuffle of boundaries, to others in the personal loss of optional zoning and special privilege perpetuated through a rigid and discriminatory track system. To many observers all the schools were destroyed, but in other parents and teachers new hope and direction was born.

As plaintiff and now defendant in that case, after two years of continued effort, I am morally obligated to ask the Court for urgent support in fully implementing the basic concepts of the decree. No other remedy is possible. The Superintendent recently stated that he had made no attempt to abide by the law (because he did not know how). Board members have frequently announced their lack of concern and school personnel are abandoned to resulting confusion.

Students and parents want an equal opportunity for education in a system where personal privilege has previously been the license to success. We ask for new assistance, for compliance with the law. The Justice Department has made no attempt to enforce the provisions. The Office of Education continues to fund special and irrelevant projects without any concept of or intent to abide by the decision. If the symbol of Mr. Nixon's Executive Branch is "LAW AND ORDER" -- may I suggest he begin with equal opportunity in education and not with unequal opportunity for police repression.

This motion is filed today in the hope that the Court will enforce change .. that we can finally develop a firm educational foundation based on equity and fairness ... that the children will not need to wait longer. Now is a time to build .. for all of us.

check spelling

Type on one page - single space if necessary

Motion for Summary Judgment & Enforcement of Decree

Press Release
J. W. Hobson
[redacted] - 554-3308
July 30, 1969

A T I M E T O B U I L D

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As plaintiff (~~sp.~~) and now defendant in that case, after two years of continued effort, I am morally obligated to ask the court for urgent support in fully implementing the basic concepts of the decree. No other remedy is possible. The Superintendent ~~has~~ ~~frequently~~ stated that he ~~has~~ had made no attempt to abide by the law (--because he did not know how--) Board members have ~~publically~~ frequently ~~stated they didn't care~~ announced their lack of concern and school personnel ~~are~~ are ~~have been~~ abandoned to confusion. ~~The~~ resulting

Students and parents want an equal opportunity for education in a system where personal privilege has ~~always~~ previously been the license to success. We ask for new assistance, for compliance with the law. The Justice Department has made no attempt to enforce the provisions. The Office of Education continues to fund special and irrelevant projects without any concept of or intent to abide by the ~~decision~~ decision. If the symbol of Mr. Nixon's Executive Branch is ~~"~~ "LAW AND ORDER"--may I suggest he begin with equal opportunity in education and not with unequal ~~pr~~ opportunity for police repression.

This motion is filed today in the hope that the court will enforce change... that we can finally develop a firm educational ~~system~~ foundation based on equity and fairness... that the children will not need to wait longer--~~for~~ Now is a time to build...for all of us.

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J. W. Hobson
554-3308
July 30, 1969

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As plaintiff and now defendant in that case, after two years of continued effort, I am morally obligated to ask the Court for urgent support in fully implementing the basic concepts of the decree. No other remedy is possible. The Superintendent recently stated that he had made no attempt to abide by the law (because he did not know how). Board members have frequently announced their lack of concern and school personnel are abandoned to resulting confusion.

Students and parents want an equal opportunity for education in a system where personal privilege has previously been the license to success. We ask for new assistance, for compliance with the law. The Justice Department has made no attempt to enforce the provisions. The Office of Education continues to fund special and irrelevant projects without any concept of or intent to abide by the decision. If the symbol of Mr. Nixon's Executive Branch is "LAW AND ORDER" -- may I suggest he begin with equal opportunity in education and not with unequal opportunity for police repression.

This motion is filed today in the hope that the Court will enforce change .. that we can finally develop a firm educational foundation based on equity and fairness ... that the children will not need to wait longer. Now is a time to build .. for all of us.

Robert Mullaney
J. V. Bonner
Ted-Line
July 26, 1965

A TIME TO BUILD

The children of the District of Columbia have waited two years for the implementation of Judge Wright's landmark decision in Hobson v. Hansen. The more children of the Capital are victims of implacable circumstances, even in the quiet and painful shrinks of segregation, the others in the separate lots of optimal schooling and equal protection proceeding through a vigorous and disorganized school system. We only overcome all the schools were desegregated, but in other parents and teachers new hope and direction was born.

As plaintiff and now defendant in that case, after two years of unilateral action, I am strongly obligated to say that this Bar urgent support in fully implementing the lucid mandate of the decree. An effort already is possible. The superintendent recently noted that he had been so occupied to guide by the law (because he did not know how). Board members have frequently expressed their lack of control and school personnel are confused to resulting confusion.

Students and parents want an equal opportunity for education in a system where personal privilege has previously been the license to success. We ask for nothing more, but compliance with the law. The Justice Department has made no attempt to enforce the provisions. The Office of Education continues to fund racial and ethnic projects without any consideration of or failure to comply by the decision. If the Equal Ed. Op. Com's desegregation focus is "old fun menu" — say I suggest to begin with equal opportunity in education and see with equal opportunity for police repression.

This motion is filed today in the hope that the Court will without delay — that we can finally overlay a fine educational foundation based on equity and fairness ... that the children will not need to wait longer. Now is a time to build .. for all of us.

PRESS RELEASE
J. W. Hobson
554-3308
July 30, 1969

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N E W S R E L E A S E

- for immediate release

FEDERAL EMPLOYEES FOR A
DEMOCRATIC SOCIETY (FEDS)

October 8, 1968

for more information call:
Michael W. Ambrose 544-5605

Federal Employees for a Democratic Society (FEDS) has announced its endorsement of Julius Hobson for the D.C. School Board. The group, which has been active in anti-war activities and in trying to involve government workers in the Poor People's Campaign, also participated in Mr. Hobson's petition drive against racial discrimination in Federal employment.

FEDS called Mr. Hobson "one of the most courageous and honorable men in Federal employment," and said that "it is these same qualities which make him an excellent candidate for public office in the District of Columbia." Mr. Hobson was a member of the first steering committee of the Federal employee's group, whose leaders say his career has served as a model for many concerned government workers.

# # # #

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# # # #

FOR RELEASE
March 9, 1970

Julius W. Hobson
554-3308

Failure of the D.C. Public School Authorities to Implement Judge Skelly Wright's Decision in the Hobson v Hanson Case

".... The Washington school system is a monument to the cynicism of the power structure which governs the voteless Capital of the greatest country on earth."

So stated Judge Skelly Wright in his decision handed down on June 17, 1967.

Judge Wright found in essence that it is unconstitutional to distribute public educational resources on a discriminatory basis. The court decreed that these resources be equalized. The inequity in the total expenditure of money per student, particularly in the poorer schools, was specifically pointed out by the court. Yet more than two years later the data show that there has been no organized attempt on the part of school authorities to carry out this basic part of the Judge's order.

The total expenditure per pupil gap shown by public school data in 1965 amounted to a $411 spread between the lowest and highest schools in the city. The latest available data, 1968, show that this gap has not been closed but has widened to a $492 spread between the lowest and highest schools.

In 1965, the highest average expenditures per pupil were in schools located in the highest income areas of the city. The latest data published by the school administration for 1968 show that the areas with income ranges of $10,000 to $12,000 and over still contain the schools with highest per pupil expenditures based on regular budget funds.

The 1965 data placed in evidence also showed that the schools with the lowest expenditure per pupil in the city were located in Southeast Washington. The latest new figures published by the school administration reveal the same pattern of inequity.

In the area of special projects the school administration violated the law in the distribution of compensatory funds. The cheating by D.C. Public Schools in the use of ESEA funds is worse than what is happening in the South.

It is amazing to find our own school system, primarily Black, still discriminates economically against the poorer schools -- even with compensatory funds! As the newly published figures show, the average increase in expenditures per pupil due to ESEA funds spent in the schools with higher regular budgets was 5.1% -- more than twice the increase caused by ESEA funds (2.0%) spent in schools with the lowest regular budget.

Expenditures per pupil are basic indicators of the extent to which all programs in the public school are implemented in a fair and impartial way -- for the benefit of all students, these figures reflect such practices as unfair distribution of library facilities, experienced teacher assignments, books per pupil, equipment and supplies and special project administration.

Following a series of reports from the school administration requested by the Committee to Implement the Wright Decree, it became increasingly apparent that despite "words" charging the contrary, the administration was not in fact implementing major portions of the court's rulings. The School Board, on July 7, 1969, rejected a motion that the Board "... meet a minimum of once a week this summer and as many times as necessary to implement this (court) decree." In some cases where the Board of Education has instructed the school administration to deal with a specific inequity and report back to the Board, these instructions have been ignored.

It is apparent that the school administration is neither capable of achieving nor concerned about equal educational resources for all children in the District of Columbia.

Although eliminating economic discrimination, by equalizing general fund expenditures (and resources) plus concentrating special title funds in poorer schools, will not solve all educational problems -- it is a necessary and court ordered step which the administration can or will not take. Therefore, I can only predict an increasing inequity which is already contributing to a sporadic revolt of the students. Since any general rebellion will cause a clear and present danger to all students, I must now ask the court to place the school system in receivership under a court-appointed master to end the systematic destruction of our children.

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NEWS RELEASE

1424 16th STREET, NORTHWEST
WASHINGTON, D.C. 20036
202/483-3830

AMERICAN CIVIL LIBERTIES UNION FUND
OF THE NATIONAL CAPITAL AREA

ALLISON W. BROWN, JR.
President

RALPH J. TEMPLE
Legal Director

Tuesday, May 19, 1970

STATEMENT OF ALLISON W. BROWN, JR., ACLU FUND PRESIDENT
ON HOBSON V. HANSEN

The American Civil Liberties Union Fund today filed a motion in Hobson v. Hansen for enforcement of Judge Skelly Wright's 1967 decision requiring equalization of per pupil expenditures in D. C. elementary schools.

Why, three years later, is it necessary for us to go back to court? Why has virtually no progress been made to equalize per pupil expenditures in compliance with Judge Wright's opinion? The answer, dishearteningly, is in the clear lack of will on the part of responsible school board members and school administrators. The record, cited in our supporting memorandum, is a litany of inertia, buck-passing and misunderstanding which has resulted in consistent violations. As examples:

a) The disparity in per pupil expenditures between affluent schools and slum schools for 1968 is as great as the disparities for 1964 and 1965, the years upon which Judge Wright's decision was based. Indeed, in the original suit, in comparing a selected group of schools, a disparity of $411 per pupil was cited. Today's motion cites a spread, in 1968, the last available year for statistics, of $506 between a poor school and an affluent one.

b) The average per pupil expenditure in 1968 at <u>all</u> more affluent elementary schools west of Rock Creek Park was still $103 higher than the average of all elementary schools in the poor neighborhoods east of the Anacostia River.

c) In the very lowest income neighborhoods where some relative improvement in per pupil expenditures has been shown since Judge Wright's decision, it is significant that "impact aid" and UPO

funds are included in the newer set of figures. These special funds are required to be concentrated in "underprivileged attendance areas of the city." But they were appropriated specifically for special, compensatory programs and school systems are prohibited from using them for regular operational needs. It is disingenuous, to say the least, to include these funds in per pupil expenditures as evidence of compliance with Judge Wright's decision.

The Court, in its original ruling, permanently enjoined the school system from "discriminating on the basis of racial or economic status in the operation of the D.C. school system." But it deferred imposing specific remedies to gi ve the system a chance to use its own initiative to achieve educational equality. Three drearily unproductive years later it is inescapably clear that initiative is precisely what the D.C. school system lacks, and it is therefore going to need careful guidance in this area. We have accordingly spelled out specific proposals to achieve educational equality:

1) Per pupil expenditures from the regular school budget at any single elementary school shall not deviate by more than 5% from the system-wide average per pupil expenditure at all D.C. elementary schools. This permissable percentage shall not include special impact aid, UPO or other funds not in the regular elementary school budget.

2) The school system shall make available in the fall of each year to the Court, to D.C. elementary school children's parents, and to the plaintiffs in this case an easily-comprehended chart on compliance statistics. Our submission to the Court suggests twelve specific categories of figures to be tabulated.

3) The material in these reports shall be presented in such a way as to permit easy comparison with the data in the original suit or with the 1968 data analyzed in today's new motion.

The ACLU Fund motion further requests the Court to retain jurisdiction of the case to insure future compliance.

(more)

Representing Mr. Hobson in this case is ACLU Fund volunteer attorney Peter Rousselot. Mr. Rousselot has enlisted the assistance of the Harvard Center for Law and Education which supports litigation to secure equal educational opportunity. The Center has worked on a variety of suits to secure equal resources, and it has called the Hobson suit its most significant venture in this area. The Harvard Center and its Director, David Kirp, worked closely with Mr. Rousselot and Mr. Hobson in formulating the strategy in this case, and is of counsel in it.

FOR FURTHER INFORMATION, CALL: FLORENCE B. ROBIN
483-3830

WMAL AM FM TV EDITORIAL

HOBSON AND SCOTT

When you have an organization, such as the D.C. School system, spending more than 140 million dollars a year, that's big business.

And no one is more aware of that than Julius Hobson.

The past years have seen him in and out of court demanding and getting changes in the way that money is being spent. Now, he's preparing to return to court charging the system with failing to carry out an earlier order to equalize funds spent in each school.

If Hobson tends to view education in terms of dollars and cents, it's because he believes money is a basic ingredient of quality teaching. And upgrading schools, he feels, is more important to the youngsters than ensuring a racial mix.

We share his concern over the apparent lack of fiscal expertise in the school system. The recent budget crisis revealed a disturbing loss of control over all those millions of dollars. It also revealed that Superintendent Scott resents having to play head bookkeeper when there is so much educating to be done.

Hobson says he'll ask the court to appoint a "master" to run the schools. We would hate to see the court getting more deeply involved than it is, but the idea of someone empowered to handle the business end of schooling is worth considering. Scott could then revert to the role of educator and the taxpayers would know where the money went.

February 7, 1972

THE EVENING STAR BROADCASTING COMPANY • 4461 CONNECTICUT AVENUE N.W. • WASHINGTON D.C. 20008 • (202) 686-3027

Julius W. Hobson
5/10/69

PRESS RELEASE

Individual teachers and administrators for too long have been allowed to use suspension as an "authority hammer" to arbitrarily intimidate students. Suspension is a technique used by poor teachers. When no personal basis for mutual respect exists between student and teacher, the authoritarian teacher tends to brutalize students using suspension to exercise control.

Brutalizing students in any fashion must stop in the District of Columbia. Teachers function to educate children, children do not function to provide a comfortable job for teachers. By our vote at the last meeting, the Board of Education indicated its intent to establish a ZERO REJECT SYSTEM, a system which will maintain order but can also accommodate to the special needs of each student.

Any taxi driver or shopping housewife on the streets of Washington must wonder at the enormous number of school-age youngsters on the streets and in the parks every working day. Too frequently parents don't even know their child has been suspended or that his name appears twice a week on the long list of unconfirmed absentees recorded by each school .....no one stops to question and ask, no one helps. This careless and destructive system of suspensions and expulsions, of not enforcing attendance, of ignoring daily cuts, constitutes an increasing boycott of the District schools -- a serious reflection on the teachers and administration and a fatal educational pattern for students.

Press Release, J. W. Hobson 5/10/69

The schools do not enforce any single system of discipline. The Board of Education will call upon the administration to recodify and clarify system-wide rules of conduct and put such rules in modern terms and simple language. Safeguarding our children's constitutional rights are essential to safeguarding our own.

The following brief outline is proposed as immediate criteria/procedures for suspension:

1. Before suspension, a hearing must be held within one school week, to allow the student an opportunity to state his case. At this hearing the following people must be present: the principal, the suspended student, the parents or guardian of the student, the teacher responsible for recommending suspension and a disinterested party. Wherever possible, the "disinterested party" should be that Ward's School Board Member. The principal will decide on the length, terms and validity of the suspension. A record must be kept of each case and submitted, upon request, to the Board of Education for review.
2. If the student's parents or guardian can't or won't appear for the hearing, the student is free to select his own representative.

3. At the end of the suspension period, it is the school administration's responsibility to contact parents and assist the student to return to school.

We all realize that some students, because of a variety of circumstances in their lives, often beyond their control, have special adjustment problems expressed in destructive behavior patterns. Suspension is not the answer -- for society or for the individual. We must design new answers such as:

- o Assign students to special classes for temporary periods
- o Assign students to remedial tutorial help
- o Provide special individual attention -- health, counseling, clothing, etc.
- o Provide special school with specially trained and gifted teachers
- o Provide work-training programs with flexible schedules.

If teachers cannot measure up to the requirements and challenges of working in the District schools, I can only encourage them to look for jobs elsewhere. In this school district the needs of the children come first.

FOR RELEASE

December 12, 1969

Julius W. Hobson
Washington Institute for
Quality Education
300 M St., S.W.
554-3308

STATEMENT BY JULIUS W. HOBSON

BEFORE THE D.C. COALITION ON NATIONAL PRIORITIES AND LOCAL NEEDS

During the past few weeks news stories have highlighted violence in the D.C. public schools. Increasing disrespect, hostility, physical threats and distruction is a reality. However, unlike city officials and some educators, I cannot advocate punishing young people -- graduating at the rate of over 5,000 a year -- for being unable to function in our society. It seems far more reasonable and right to jail city fathers, School Board Members and school administrators who failed to support the abolition of inequity in public education, the tract system, and special privilege.

The Chairman of the City Council, Mr. Gilbert Hahn, during his long years as a resident of the District never offered to lend his prestige, money or support to helping students read, learn to count or secure sufficient books and resources to find a positive role in society. Now he, and men like him, are offering to help control "violence" in the schools when they failed to indicate any prior interest in the welfare of students. What is the point in locking the barn door after the horse has been stolen? We are too late with too little.

Thousands of students have been destroyed or pushed out by the ruinous educational practices of the District. These students are returning to the only real place they know to vent their hostility and frustrations -- the schools. Many of them are still school age -- but are "push-outs," drop-outs," or part of the nearly one-third daily "absentee count" -- an indication of the growing malaise of the system.

The "answer" to the problem is not Hahn's City Council oppressiveness like wall-to-wall police at School Board meetings nor is it the Superintendent's suggestion (without plan) of community cooperation. The crisis will not be averted until the following first steps have been taken. Unless these actions are immediately initiated, I can only predict an educational holocaust, a rebellion by the young against the existing inequities and incarceration characterized by increasing student strikes and destruction. Any "answer" is two-fold -- "long range" and "short range."

Short Range Requirements: The District should identify emergency funds to:

1. Work with the United States Employment Service in D.C. to establish a special counseling and employment service at each high school. Young people not enrolled at the school should be directed to special counselors. Rather than slamming doors

repeatedly in the face of the jobless youth, high school employment and counseling offices should offer continuing services and direction to drop-outs and graduates (similar to college placement offices). Former students should be welcome and assisted with job information, enrollment in city youth programs, and help with special health or welfare needs.

2. Select, train and employ a Hall Patrol Official in every high school, junior high school and designated elementary schools. This person should be employed full-time by the school system to patrol the halls -- providing directions and assistance to students (with hall passes) and adults. Young people not enrolled in the school should be directed for help to the special counseling office. Individuals selected for hall patrol duties should reside in the neighborhood and relate to young people -- they might be retired from other jobs. They should not be armed or uniformed.

3. Force the Justice Department to design an intensive program to combat the illegal drug traffic raging in the city schools rather than concentrating their resources on the persecution of political dissenters. Neither the community nor the local police alone can deal with the highly organized interstate and international aspects of drug traffic.

Long Range Requirements:

1. As I have emphasized during my year on the Board, drastic educational reforms are urgent. To relieve crowding and other problems, the District should immediately investigate and develop plans to convert to a year-round educational system similar to the Atlanta Plan. Work-study and employment programs should be scheduled on a year-round basis rather than forced during the summer months.

2. Any young person under the age of 21, should be encouraged to complete his high school education at public expense at evening schools sponsored by the Board of Education. Vocational education must be expanded to all schools rather than crowded into special schools.

Retraining teachers, redistributing decision making, equalizing books and resources, streamlining the budget, and improving administrative techniques are needed to avert an educational disaster. However, as long as "special privilege" remains the modus operandi of the school administration, then tragedy cannot be avoided. Special privilege and unequal treatment have brought us to the brink of disaster and will push us over unless we shift our attitudes and priorities.

# # # #

Julius W. Hobson
5/10/69

PRESS RELEASE

Individual teachers and administrators for too long have been allowed to use suspension as an "authority hammer" to arbitrarily intimidate students. Suspension is a technique used by poor teachers. When no personal basis for mutual respect exists between student and teacher, the authoritarian teacher tends to brutalize students using suspension to exercise control.

Brutalizing students in any fashion must stop in the District of Columbia. Teachers function to educate children, children do not function to provide a comfortable job for teachers. By our vote at the last meeting, the Board of Education indicated its intent to establish a ZERO REJECT SYSTEM, a system which will maintain order but can also accommodate to the special needs of each student.

Any taxi driver or shopping housewife on the streets of Washington must wonder at the enormous number of school-age youngsters on the streets and in the parks every working day. Too frequently parents don't even know their child has been suspended or that his name appears twice a week on the long list of unconfirmed absentees recorded by each school .....no one stops to question and ask, no one helps. This careless and destructive system of suspensions and expulsions, of not enforcing attendance, of ignoring daily cuts, constitutes an increasing boycott of the District schools -- a serious reflection on the teachers and administration and a fatal educational pattern for students.

Press Release, J. W. Hobson 5/10/69

The schools do not enforce any single system of discipline. The Board of Education will call upon the administration to recodify and clarify system-wide rules of conduct and put such rules in modern terms and simple language. Safeguarding our children's constitutional rights are essential to safeguarding our own.

The following brief outline is proposed as immediate criteria/procedures for suspension:

1. Before suspension, a hearing must be held within one school week, to allow the student an opportunity to state his case. At this hearing the following people must be present: the principal, the suspended student, the parents or guardian of the student, the teacher responsible for recommending suspension and a disinterested party. Wherever possible, the "disinterested party" should be that Ward's School Board Member. The principal will decide on the length, terms and validity of the suspension. A record must be kept of each case and submitted, upon request, to the Board of Education for review.
2. If the student's parents or guardian can't or won't appear for the hearing, the student is free to select his own representative.

3. At the end of the suspension period, it is the school administration's responsibility to contact parents and assist the student to return to school.

We all realize that some students, because of a variety of circumstances in their lives, often beyond their control, have special adjustment problems expressed in destructive behavior patterns. Suspension is not the answer -- for society or for the individual. We must design new answers such as:

- o Assign students to special classes for temporary periods
- o Assign students to remedial tutorial help
- o Provide special individual attention -- health, counseling, clothing, etc.
- o Provide special school with specially trained and gifted teachers
- o Provide work-training programs with flexible schedules.

If teachers cannot measure up to the requirements and challenges of working in the District schools, I can only encourage them to look for jobs elsewhere. In this school district the needs of the children come first.

Julius W. Hobson
Presented: D. C. Citizens
for Better Public Education, Inc.
Annual Meeting

PRESS RELEASE
5/28/69

117 DAYS VERSUS 423 DAYS

Closely linked to student needs, my topic for today, is the whole concept of "Board Progress." The first elected school Board in the District of Columbia has held office 117 days. In contrast, although the Superintendent has held office 423 days, it became painfully clear at the first Board meeting that even the most basic information on the District schools was still unavailable. Administration decisions appeared to be based on intellectual guesswork, outdated and limited reports and personal prejudice. How can the Board, or any community organization, make decisions relevant to the needs of all the students if simple questions remain unanswered such as:

1. Which schools/Wards have the lowest expenditure per pupil? Which pupils are being shortchanged?
2. How many "experiments" and "special projects" are in process? How much do they cost? How many children do they benefit? What were they designed to do and how successful have they been?
3. What teaching equipment is available, by school? Is such equipment (typewriters, movie projectors, etc.) evenly distributed for student use?

4. What schools retain rigid tracking patterns in violation of the Law?

   "Ability grouping" utilizing the <u>same</u> curriculum by grade and covering similar material in each subject area but with varying degrees of complexity was not prohibited by the court. In addition, "special adjustment classes" were only prohibited when used as a permanent dumping ground for "troublesome" students -- not when used as a temporary measure to deal with emergency problems.

5. What required subjects and what elective subjects are available, by grade, in each District Junior High and High School? What have been major curriculum changes in English, History and Mathematics since the Wright decision?

6. How many textbooks are available for each student, by school? How many of these are obsolete?

7. How many schools have libraries and permanent library space? How many books are available for the regular use of students?

The Board's specific request for this basic information has met with continued "excuses" and endless delays by the Administration. Only the information on school Libraries is complete. How can the Board indiscriminately vote new problems and policies when they may be in violation of the law and contributing to inequities in the system. For instance, after 423 days, Dr. Manning has said in other words that he has not done more on the implementation of the Wright decree, because he thought that the old Board of Education's report to the court was sufficient, and that he did not have the necessary information to implement the Law. At that pace, Dr. Manning's interest in the construction of adequate schools, improved reading and the implementation of the Passow Report and the Wright decision is apparently scheduled for the year 2000.

I am not arranging data to question the competency of Dr. Manning as Superintendent of the District schools. I am not interested in condemning or supporting Dr. Manning, but only in providing an effective school system for our youngsters.

Struggling without basic decision-making tools, the School Board has made surprising progress, primarily in the area of community participation sometimes termed "disruptions" by the uninformed. A rigid system formerly based on personal privilege and authoritarian self-righteousness is slowly becoming more responsive to community needs, witness:

1. The passage of the student demands which will bring to the schools by September 1: no more "snow white" textbooks; the use of an increasing number of books written by Afro-Americans; a new emphasis on reading skills (improved instruction, speed reading courses, improved grammar instruction); an expanded social studies program to include African studies (culture, history, self-realization); supplementary black history books (until such times as books present the true American past); Swahili as a modern language; modernized sex education with students helping to design the subject matter; non-compulsory Physical Education or credit for participation.
2. The Tacoma parents request for a functional school rather than an outdated box led to a new look at the whole area of school construction; a new policy was established to encourage the employment of architects living and operating in the District; the elected Board also established a concept of equity and fairness in school construction -- along with the recognition of community authority.

3. The Board developed a community concept of formulating the budget as an extension of the Democratic process -- the procedure will be cumbersome, but it has seeds for positive results.

   Citizens must remember that the new Board works within the framework of a totally appointive city government that has been concerned with the people doing the appointing rather than to the wishes and the needs of the community. As the first elected local governing body in this century, the Board is beginning to take advantage of the unique opportunity to respond to the needs, desires and wishes of the electorate. It is inevitable that as elections continue, the electorate will become more sophisticated and those elected will become more responsible which is the true strength of the Democratic process.

4. And finally, the Board, through recent decisions, has recognized the legal requirement of the District school system to educate children, not throw them out on the streets -- regardless of student personality characteristics, shade of color, or dress preference we have accepted the responsibility to educate all youngsters to function in a Democratic society. This may mean exposing them to some positive Democratic experiences, like developing their own dress codes. Implementation will be difficult, many teachers will leave as they find their absolute authority questioned and punitive methods challenged -- but this may be an essential part of change.

I believe in effective discipline in the schools, but discipline that is self-engendered in response to teachers that provide excellence, understanding, kindness and concern. I believe that equality in a democracy really means equally of opportunity and respect, on the part of adults as well as students.

Our school system is now in a crises and to survive we need all the positive help we can get -- help from the community, the teachers, the parents, the children, the government, from all willing people regardless of their color, economic, political or social positions.

Recent newspaper editorials* identify school unrest as District issues, they failed to report that student requests for reform extend beyond our boarders as a recent Gallup Poll confirms. Eighty-one percent of all students interviewed wanted a greater say in the running of their schools and 75% wanted a greater say concerning courses, examinations and course requirements. The student majority appear in sympathy with the goals of the militants and community organizations should understand this fact as they work with student groups.

Already change appears -- an Arlington High School delegated authority to the students for developing a "dress code", and found the students responsible! Last week, a Montgomery County School Board member and high ranking HEW employee, endorsed the abolition

* Star 5/24/69
* Post 5/23/69

of dress codes, the publication -- by students -- of underground newspapers and student evaluation of teachers. High school students in Potomac attempted to distribute forms asking students to evaluate their teachers, and were criticized by the administration.

TIMES ARE CHANGING -- CAN WE?

Julius W. Hobson
5/10/69

PRESS RELEASE

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NEWS from the National Education Association
1201-16TH STREET, N.W. • WASHINGTON, D.C. 20036
DIVISION OF PRESS, RADIO, AND TELEVISION RELATIONS • ROY K. WILSON, DIRECTOR

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For Further Information:
Beatrice M. Gudridge

FOR IMMEDIATE RELEASE

NEA To File Brief Supporting
Judge Skelly Wright Decision

WASHINGTON, D.C. July 21--The Executive Committee of the National Education Association announced today that it would file an amicus curiae brief in support of the decision rendered June 19 by Judge J. Skelly Wright in the case of Hobson vs Hansen and the Board of Education of the District of Columbia in Civil Action 82-66.

The unanimous decision was based, according to NEA President Braulio Alonso of Tampa, Fla., on the following reasoning contained in the Committee's statement:

"Although the Association affirms the prerogatives of school administrators and school boards in the operation of the schools in their respective jurisdictions, the Association in supporting Judge Wright's decision, believes that in this case the rights of children are paramount. The National Education Association urges an appellate court to review this case because of its far-reaching educational and legal implications."

(In his decree Judge Wright had held that de facto segregation in Washington, D.C., rooted in housing, is as unconstitutional as would be segregation by law. He ordered school officials to bus pupils from poorer neighborhoods with overcrowded schools to richer neighborhoods where schools have room to spare.)

(In cases where the races must be separated in the public schools, the Judge declared, school boards must make the schools equal in quality and facilities.)

(Washington's so-called "track system" with four tracks which were intended to provide each student an education tailored to his ability was struck down by

(more)

Judge Wright's decision. He observed that the system was based on aptitude tests which are geared to white middle-class standards and thus work against disadvantaged students.)

(When the D. C. Board of Education forbade School Superintendent Carl F. Hansen to appeal the decision, he announced on July 3 that he would retire from his post as of July 31. At the same time, he announced his intention of appealing the Wright ruling.)

Members of the NEA Executive Committee involved in today's action included: NEA President Braulio Alonso of Tampa, Fla.; NEA Past-President Irvamae Applegate of St. Cloud, Minn.; President-Elect Elizabeth D. Koontz of Salisbury, N.C.; Mrs. Helen Bain, classroom teacher, Nashville, Tenn.; Mrs. Thelma Davis, classroom teacher, Griffin, Ga.; George D. Fischer, classroom teacher from Des Moines, Ia.; and Mrs. Helen Krause, classroom teacher from Lincoln, Neb. NEA Deputy Executive Secretary Lyle W. Ashby and Executive Secretary-Designate Sam M. Lambert also took part in the meeting.

# # #

July 21, 1967

I move that our legal counsel be directed to file an amicus curiae brief on behalf of the National Education Association in support of the decision rendered by the Hon. Judge J. Skelly Wright in the case of Hobson vs. Hanson and the Board of Education of the District of Columbia in Civil Action 82-66.

Although the Association affirms the prerogatives of school administrators and school boards in the operation of the schools in their respective jurisdictions, the Association in supporting Judge Wright's decision, believes that in this case the rights of children are paramount. The National Education Association urges an appellate court to review this case because of its far-reaching educational and legal implications.

A WTOP EDITORIAL

A reasonable opportunity is afforded to responsible spokesmen for presentation of views contrasting with those broadcast in WTOP Editorials. Persons desiring to do so must make request within five days of broadcast. WTOP reserves the right both to designate the spokesman and to deny such requests if, in its judgment, substantially the same viewpoints have been or are being fairly presented.

BROADCAST HOUSE WASHINGTON, D.C. 244-5678 POST-NEWSWEEK STATIONS, A Division of the Washington Post Company

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JUDGE WRIGHT

(This Editorial was broadcast on September 8 and 9, 1967 over WTOP Radio and Television.)

This is a WTOP Editorial.

Charles Dickens once wrote that the law sometimes can be an "ass," an "idiot."

And it can be, too, when law or the interpretation of law conflicts with common sense or simple humanity.

That was the question when Judge J. Skelly Wright agreed to review his order which would have compelled about 255 DC students to leave public schools they are now attending under the so-called "optional zone" system.

We make no argument for optional zones, which have been outlawed by Judge Wright. But the zones themselves were not at issue in this week's hearing.

What the judge was asked to do was permit the 255 children to remain in the schools they had selected when the zones were permitted. The plea was that it would be unfair to a comparative handful of pupils to yank them out of their present schools merely to meet the strict requirements of the law. The Board of Education asked that they be allowed to remain where they are until graduation.

Incidentally, of the 255 students involved, 220 are Negro and 35 are white. These figures suggest to us that most of the children are not fleeing school integration, but are looking for the best possible education. And considering the state of some DC public schools, we can sympathize with that objective.

In any event, Judge Wright heard both sides of the argument then ruled that the 255 children can remain where they are, at least until next year. To make them change, he said, "would be to punish them for a situation they had no part in creating."

This is a decision which makes good sense and good law. We sympathize with the efforts by Judge Wright and many others to improve DC schools, but it's hardly necessary to be either dogmatic or doctrinaire in the process.

This was a WTOP Editorial, Jack Jurey speaking for WTOP.

NEWS RELEASE 10/29/71

I HEREBY DISASSOCIATE MY NAME FROM THE CITY-WIDE SCHOOL BOARD ELECTIONS AND WITHDRAW THE SUPPORT THAT I ~~MXX~~ HAVE GIVEN TO MARION BARRY.

I CANNOT ALLOW MYSELF TO BE LINKED WITH ANY POLITICAL MACHINE, AS I AM SURE THAT THE EDUCATION AND WELFARE OF D. C. SCHOOL CHILDREN WILL BE AFFECTED ADVERSELY BY POLITICIANS WHO PURCHASE THEIR ELECTED OFFICES.

JULIUS W. HOBSON

FOR IMMEDIATE RELEASE

STATEMENT OF CHARLES I. CASSELL, MEMBER, D.C. BOARD OF EDUCATION

FRIDAY, FEBRUARY 13, 1970

ON SEVERAL OCCASIONS SINCE TAKING OFFICE THE NEW D.C. SCHOOL BOARD PRESIDENT HAS EXPRESSED HOSTILITY TOWARDS STUDENTS, TEACHERS, ADULTS AND ORGANIZATIONS- BOTH BLACK AND WHITE- WHO VIGOROUSLY PRESS FOR IMPROVEMENT IN THE WASHINGTON, D.C. SCHOOL SYSTEM. IN EACH INCIDENT WHERE STUDENTS HAVE EXPRESSED DISENCHANTMENT WITH THE POLICIES AND EDUCATIONAL PROGRAMS OF THEIR SCHOOLS, SHE HAS, WITH NO REFERENCE TO THE ISSUES, CHARACTERIZED THE STUDENTS AND THEIR SUPPORTERS AS THE ENEMY AND SCHOOL OFFICIALS AS THE ANGELS.

AFTER THE YEAR-LONG CONFLICT AT WESTERN HIGH SCHOOL, WHICH THE BOARD OF EDUCATION HAS ALLOWED TO FESTER WITHOUT POSITIVE EFFORTS TOWARD SOLUTION, THE PRESIDENT OF THE BOARD SEES THE RESULTANT BOYCOTT OF LAST TUESDAY ONLY AS THE EFFORTS OF"MILITANT TEACHERS AND STUDENTS TO OVERTHROW THE ADMINISTRATION." ALTHOUGH THE PRESIDENT HAS STATED THAT "RADICAL CHANGES" ARE CALLED FOR IN OUR SCHOOLS, SHE PERSISTS IN CHARACTERIZING STUDENTS, THEIR ORGANIZATIONS AND SUPPORTIVE TEACHERS WHO DEMAND SPECIFIC REFORMS, AS DISRUPTIVE AND IRRESPONSIBLE. AT A TIME WHEN COMMUNITY INTEREST AND INPUT ARE RECOGNIZED AS MANDATORY, THE PRESIDENT OF THE SCHOOL BOARD TURNS AWAY THIS HEALTHY MOVEMENT SEEING IT ONLY AS A THREAT TO THE AUTHORITY OF THOSE IN CHARGE OF THE SYSTEM SHE SAYS SHOULD BE RADICALLY CHANGED.

THE PRESIDENT OF THE BOARD FOLLOWS A PRACTICE CHARACTERISTIC OF THE BLATANT RACISTS IN OUR SOCIETY BY CONSISTENTLY USING THE TERM "MILITANT" IN A NEGATIVE AND DEROGATORY SENSE. SHE DOES NOT HESITATE TO APPLY IT TO ANYONE WHO INSISTS THAT ACTION TOWARD EDUCATIONAL EXCELLENCESHOULD BE THE OBJECTIVE, RATHER THAN HER "FIRM COMMITMENT TO THE ORDERLY PROCESSES OF EDUCATION" IN A RAPIDLY DECLINING SCHOOL SYSTEM.

THE PRESIDENT'S ATTITUDE AND TRUE COMMITMENT IS REFLECTED, I BELIEVE, IN HER STATEMENT THAT "THE SCHOOL BOARD IS GOING TO HAVE TO SUPPORT

OUR PRINCIPALS IN THE FIELD... MORE THAN WE ARE NOW." IN OTHER WORDS, IN HER MIND, IT IS NOT THE STUDENTS' DESIRES FOR MEANINGFUL CURRICULA, IMPROVED INSTRUXTION AND THE AVAILABILITY OF TEXTBOOKS AND BASIC SUPPLIES THAT SHOULD BE SUPPORTED-- BUT PRINCIPALS AND, PRESUMABLY, ADMINISTRATORS, WHETHER THEY ARE MEETING THESE REASONABLE STUDENT DEMANDS OR NOT.

AND WHAT DOES THE PRESIDENT MEAN WHEN SHE DECLARES THAT RADICAL CHANGE IS NECESSARY, IF NOT WITH SCHOOL OFFICIALS AND THEIR PERFORMANCE? DOES SHE MEAN, PERHAPS, THAT THERE SHOULD BE RADICAL CHANGE IN STUDENTS, THEIR HOPES AND ASPIRATIONS? WOULD SHE HAVE THEM BE MORE RESPECTFUL TO A BUREAUCRATIC ADMINISTRATION THAT SPENDS OVER $600,00 ON TUITION GRANTS FOR CHILDREN WHO ARE DEAF, BLIND, EMOTIONALLY DISTURBED OR MENTALLY RETARDED AND NONE OF THOSE CHILDREN COME FROM POOR FAMILIES? DOES SHE ASK FOR STUDENT RESPECT FOR A BOARD OF EDUCATION THAT INSTRUCTS THE ADMINISTRATION SHOW HAW THEY WILL MAKE THESE GRANTS AVAILABLE TO POOR CHILDREN AND THREE MONTHS LATER HAS RECEIVED NO REPORT NOR EVEN ASKED FOR FOLLOW-THROUGH?

IT IS TIME THAT STUDENTS AND OTHER CITIZENS CONCERNED ABOUT THE MISMANAGEMENT OF OUR SCHOOLS KNOW THAT THE RECENTLY ELECTED PRESIDENT OF THE D.C. BOARD OF EDUCATION DOES NOT SPEAK FOR THE ENTIRE BOARD AND THAT MANY OF US DO NOT SHARE HER PENCHANT TO ENDEAR HERSELF TO THE RACISTS, THE POLICE AND THE INDIFFERENT. WE DO NOT SHARE HER FEAR OF BEING IDENTIFIED WITH THE DISADVANTAGED OF HER OWN RACE. WE DO NOT DISAVOW EMPATHY WITH OUR YOUNG BROTHERS AND SISTERS WHO BOYCOTT SCHOOLS WHERE THEY ARE NOT TAUGHT TO READ WELL NOR ALLOWED TO HAVE CURRICULA WHICH IS RELATED TO THE WORLD AROUND THEM. ON THE CONTRARY, WE DO BELIEVE THAT OUR RESPONSIBILITY AS A BOARD OF EDUCATION IS TO SUPPORT THE STUDENTS AND THEIR REASONABLE REQUESTS, NOT TO FOCUS UPON SUPPORT OF SCHOOL OFFCIALS AS STRESSED BY THE PRESIDENT. FOR WHILE SCHOOL STAFF ARE NECESSARY AND IMPORTANT RESOURCES IN THE EDUCATIONAL PROCESS, THEY AND WE ON THE BOARD EXIST IN THE SYSTEM ONLY TO SERVE THE STUDENT. BEYOND THAT, WE ARE NOT IMPORTANT. AND IF WE BECOME OBSESSED WITH OUR OWN IMAGES, ATTITUDES OR BEST INTERESTS WE ARE NOT IMPORTANT AT ALL.

THE STATEMENT BY THE PRESIDENT THAT THE TROUBLE AT WESTERN HIGH SCHOOL A COUPLE OF DAYS AGO WAS CREATED BY"ADULT MILITANTS" IS NOT TRUE AND HAS A RING SIMILAR TO THAT OF RACISTS IN PUBLIC AND PRIVATE LIFE, WHO CHARACTERIZE AS IRRESPONSIBLE ALL EFFORTS BY THE DISADVANTAGED TOWARD EXCELLENCE AND EQUALITY. MARY LEIMBACH'S EXCELLENT ARTICLE IN THE FEBRUARY 12, 1970 ISSUE OF THE WASHINGTON DAILY NEWS GIVES THE FACTS IN THE UNHAPPY WESTERN HIGH SCHOOL INCIDENT.

IT IS MY STRONG BELEIF THAT THE ARROGANT, JUDGMENTAL AND THREATENING ATTITUDE EXPRESSED IN RECENT DAYS BY THE PRESIDENT OF THE BOARD HAS CONTRIBUTED GREATLY TO STUDENT FRUSTRATION AND DIDTRUST. THEY ARE INDIGNANT THAT, ALTHOUGH IN FEBRAUARY 1969 THE BOARD OF EDUCATION ADOPTED A LIST OF SCHOOL CHANGES SUGGESTED BY STUDENTS, INCLUDING A CRASH READING PROGRAM, NONE HAS BEEN IMPLEMENTED IN THE SCHOOLS YET. THE PRESIDENT'S INDICATION THAT STRIDENT STUDENT DEMANDS PRESENTED AT BOARD OF EDUCATION MEETINGS WILL CONSTITUTE DISRUPTION FROM NOW ON, AND WILL BE MET WITH POLICE FORCE, HS HAD A DEVASTATING EFFECT ON OUR YOUTH, WHO ARE LOOKING TO THE BOARD FOR HELP, NOT FORCIBLE REMOVAL FROM THE BOARD CHAMBERS.

IT IS WITH MUCH REGRET THAT I POINT TO THESE NEGATIVE ATTITUDES AND IMPRUDENCES ON THE PART OF THE PRESIDENT OF THE BOARD. HOWEVER, THE DAMAGE THAT SHE DOES TO THE BOARD"S POTENTIAL FOR RESOLVING ISSUES AND FINDING SOLUTIONS MAY BECOME IRREPARABLE. HER INSULTS TO BLACK STUDENTS, IN STATING THAT THEY ARE LED BY WHITE RADICALS IMPLY THAT THE STUDENTS ARE DOCILE AND ACCEPTING OF THINGS AS THEY ARE AND INCAPABLE OF RISING TO ACTION OF THEIR OWN ACCORD IN QUEST OF EXCELLENCE.

I URGE THE PRESIDENT OF THE BOARD TO ACCEPT AND BE PROUD OF THE FACT THAT SHE IS AND ALWAYS WILL BE BLACK. IF SHE CAN DO THAT SHE MAY BE ABLE TO UNDERSTAND HER YOUNG SISTERS AND BROTHERS' ASPIRATIONS, RATHER THAN CURRY FAVOR WITH THOSE WHO ARE CRUEL AND UNJUST BY CASTIGATING HER YOUNG BROTHERS AND SISTERS.

WHICHEVER WAY SHE CASTS HER LOT, LET IT BE KNOWN TO EVERY STUDENT IN THE CITY THAT YOU HAVE <u>SOME</u> FRIENDS ON THE BOARD OF EDUCATION WHO ARE

[illegible]

[illegible]

[illegible]

POSITIVELY MILITANT IN THEIR QUEST FOR THE KIND OF EDUCATION THAT WILL GIVE YOU A BETTER CHANCE TO FUNCTION SUCCESSFULLY IN THE WORLD OUTSIDE.

Randolph
582-3793

POST-NEWSWEEK STATIONS

Broadcast House, Washington, D.C. 20016

FOR RELEASE 6PM SATURDAY, JULY 25

From: Helen Dudman
Director, Public Relations
(202) 244-5678

July 24, 1970

PSYCHIATRIST KENNETH B. CLARK DEFENDS CONTROVERSIAL REPORT ON D.C. PUBLIC SCHOOLS ON WTOP-TV'S WASHINGTON NEWS CONFERENCE JULY 26

Psychiatrist Kenneth B. Clark defended his controversial report on revamping the D. C. school system on WTOP-TV's Washington News Conference, Sunday, July 26. He challenged his critics to come up with something better. "I will go and support them and take my report and say this is not as good as that," Dr. Clark said.

The plan, which will be put into effect this fall, has been criticized for proposing to pay teachers on the basis of their students academic success. Critics contend the Clark plan ignores the different cultural background of ghetto children.

Dr. Clark, explaining the new system of paying teachers on the basis of performance, said "such performance contract arrangements, generally result in demonstrable and measurable improvement in the academic achievement of children."

In answering the criticism of the report as rejecting the ghetto dialect, the cultural language of the child who lives in the ghetto, Dr. Clark said: that he did not understand the argument of those who believe "that a school should perpetuate inaccurate language, poor grammar, or poor pronunciation, or poor spelling, any more than a school should perpetuate poor arithmetic."

more....

He said that his plan for the D. C. schools envisions a "rather exciting atmosphere, climate and activity in every school in this system. I would envisage every classroom, a classroom in which a teacher feels not isolated, not alone, not subjected to the conditions of mediocrity and inferiority, and nobody gives a damn whether she does or doesn't,but a situation in which this teacher is an integral part of a dynamic process in which other people are also involved in what is happening in her class."

# # # #

WTOP-TV

WASHINGTON NEWS CONFERENCE
Sunday, July 26, 1970
12 - 12:30 P. M.

Moderator: E. Lovell Dyett
Guest: Kenneth B. Clark,
President Metropolitan Applied
Research Center

Participants: George Allen, WTOP News
Peter Osnos, The Washington Post
John Mathews, The Washington Evening Star

FROM: Helen Dudman
Director, Public Relations
(202) 244-5678

WASHINGTON NEWS CONFERENCE

ANNOUNCER: This is Washington News Conference, a weekly urban affairs presentation of WTOP Television.

Our Moderator is Mr. E. Lovell Dyett, Urban Affairs Director.

MR. DYETT: Good afternoon. Our guest this afternoon on Washington News Conference is Doctor Kenneth B. Clark, President of the Metropolitan Applied Research Center, and author of a report on the D.C. schools.

Our panel of journalists questioning Doctor Clark this afternoon: Mr. George Allen, Investigative Reporter, WTOP News, Mr. John Mathews, of The Evening Star, and Mr. Peter Osnos, of The Washington Post.

We will begin our questioning this afternoon with Mr. Allen.

MR. ALLEN: Doctor Clark, when the Board of Education adopted your plan for revamping the method of teaching in schools here, you declared flatly that all of the changes, including increased teacher training, educational aids, tutorial system, more supervision, reading teams -- that all of these changes could be made without any extra money being put into the school budget.

Educational experts who've gone over your report tell me that the changes that you suggest would cost about $15 million. Would you respond to that?

DOCTOR CLARK: My response is that I don't know the basis upon which they make this judgement. I do know the basis upon which I make the judgement; namely, my own unexpert hunches that the monies which are now available for public education in large city school systems could lead to a substantial increase in efficiency of the educational system without any major increases in budget.

I want to make perfectly clear that is this is my personal opinion -- that we are not functioning up to maximum efficiency in terms of value received for funds expended in -- not just Washington, but I would say all of the large city school systems that I know of.

MR. ALLEN: Well, in your report, sir, you say that any plan, to be successful, must be concrete and realistic.

DOCTOR CLARK: Right.

MR. ALLEN: Do you have any concrete areas in which money is being wasted, that you could show the system how to save the money that would be required --

DOCTOR CLARK: Well, I must say that certainly it's a very concrete fact that teachers are being paid now, supervisors are being paid, and if

we read our design, you see that we do not say that teachers should not be paid as much as they are being paid now; we do not say that administrators should not be paid. We're saying that the situation and the conditions under which present expenditures are made should be such as to increase the productivity in the area of education.

One point that was brought to my attention by some of the critics of this report, of which there are many, is in regard to the whole question of educational aides; that this would require additional expenditure.

My unexpert approach to fiscal matters would say to me that a great deal of money is now being spent in the area of welfare, monies are being spent in terms of Title I, Title III funds, and that I think that these could be used to support educational aids without additional funds being required from any other source.

MR. DYETT: Mr. Mathews?

MR. MATHEWS: Doctor Clark, one of the main groups criticizing your report right now is the Washington Teachers Union's President, Mr. Simons.

You're saying in your report that to be successful, a strategy for change in the D.C. schools has to face complex social, psychological educational realities, and must manipulate these realities in -- in order to achieve success.

Have you violated your first rule in not touching base with the teachers union?

DOCTOR CLARK: I don't believe that I've violated my first rule.

I think that the teachers, and I do not equate "teachers" with the Teachers Union, necessarily -- teachers are the very core of educational efficiency and effectiveness. Certainly, teachers will have to be involved in developing the specific methods by which these goals are attained.

I think that to the extent that the Teachers Union is an effective force among teachers, certainly the Teachers Union would have to be involved in developing the methods by which these goals are attained.

MR. MATHEWS: Do you think the School Board has complicated the success of your design by not having a public hearing before adopting the report, and also by not having some sort of input from the Teachers Union?

DOCTOR CLARK: My responsibility, and the responsibility of the staff that works with me, was to develop a design at the request of the School Board, and to present this design to the School Board. It was then up to the School Board to determine the methods by which it would either determine whether it was going to accept or reject or modify the design which we proposed to them, and to determine the methods by which it would seek to implement the design if it accepted it, or whatever parts of it, it accepted.

MR. MATHEWS: Well, did you advise the School Board as to what the next step should be, once they had the report in hand?

DOCTOR CLARK: Absolutely not. We did not attempt to move into the area of political or any other types of considerations which the School Board was much more competent to deal with, than we felt we were.

MR. DYETT: Mr. Osnos?

MR. OSNOS: I'd like to ask a question I think that underlies the whole debate over your report, and I think the D.C. schools in general.

94% of the children in the D.C. schools are black; they'll never go to school with white children. In that sense, the 1954 Supreme Court decision for them is meaningless, and effectively, they're going to a segregated shcool system.

Is there any way in the existing law that that might be changed?

DOCTOR CLARK: The fact that 94% of the --

MR. OSNOS: -- District school system is black.

DOCTOR CLARK: I don't see how that can be changed. One certainly can't, by law, change the color of children's skin.

MR. OSNOS: Well, if segregated education is inferior education, then how is it possible for the D.C. school system, if it's all one color, to ever really come out on top?

DOCTOR CLARK: I have stated many times in writing, and most recently before the Mondale-Flood Committee, that I believe that segregated education is inferior education for whites as well as blacks.

In stating that, it is not at the same time necessary to accept total inefficiency, or unnecessary inefficiency in the education of blacks. If you are confronted with a public school system that is predominantly black, because, from a larger and very important perspective, segregated education is necessarily racist education, does not mean that one then has to accept the unnecessary corollary fact of massive academic retardation in the schools attended by blacks.

MR. OSNOS: Well, if I may just follow that briefly; is it your view that white families, say, white children in the suburbs and black children in the city, could be moved back and forth -- bussing, if you will -- going on a metropolitan basis, of turning the whole thing upside down? Would society accept that?

DOCTOR CLARK: I must say to you that this particular design addressed itself to the existing realities of the Washington public school system. We were not concerning ourselves with the color of the skin of the children in this school system.

If polka-dot children, vermilion colored children, or white children, were in a system in which the average academic achievement of the children were two to three years behind grade level in the middle, elementary or the junior high school grades, we would present precisely the same design.

We tried to present a design that did not deal with the question of color, but dealt with the question of educational efficiency.

MR. DYETT: Mr. Allen?

MR. ALLEN: Doctor Clark, in your plan, you advance a differential pay scale for teachers and say that, on page 37 of your report, that teachers should be paid according to demonstrable performance as indicated by the academic achievement of their students.

Sir, do you know of any research, or any evidence, or any experiments, that indicates that the learning of students improves when teachers are paid by performance?

DOCTOR CLARK: No, because I don't know of any system -- any system -- I was going to say large urban school systems -- in which this suggestion has been implemented. I do know of experiments in which performance contracts, where outside agencies are brought into school systems and their remuneration is directed, or determined, in terms of the performance of the children.

Such performance contract arrangements generally result in demonstrable and measurable improvement in the academic achievement of children. My feeling is, and I think it's shared by the staff that work with me, that if this can be done by outside groups and agencies and consultant firms, we see absolutely no reason why this can't be done by the personnel within the system itself.

MR. OSNOS: Can I follow that up, please?

Sir, are you aware that only last week they discovered that in the Texarkana experiment, they found that teachers were teaching to the tests, and that the results were not valid in the case of performance contracts?

DOCTOR CLARK: Well, I think there are two parts of your question. I'm aware of the fact that teachers -- according to these reports and investigators, the teachers were teaching to the tests, and in order to get children to perform well on the tasks, but it does not, in my mind, follow that therefore the results are not valid.

It seems to me that suburban teachers teach to college boards tasks, and those results are valid, valid as indicated by the fact that high test scores result in admission to prestigious colleges.

I must confess that I am not as alarmed about teachers teaching to tasks as some people appear to be, because I don't think that teachers can teach to tasks without children learning. And I'm primarily concerned with children learning. And any method that leads to teachers teaching, and children learning, is to me an acceptable method.

MR. DYETT: Doctor Clark, when the School Board voted the acceptance of your report, the vote was 9 to 1, nine for, one abstention, and one against. The School Board member voting against was School Board member Charles Cassell. Among one of the reasons that he voted against your report, he

seems to feel that your report suggests that it rejects the ghetto dialect, the cultural language of the child that lives in the ghetto, and that it doesn't help him to really adjust in his school setting.

What would you say to that objection?

DOCTOR CLARK: Oh, I suppose one of the things I would say is that I find Mr. Cassell's objections to this design, or report, fascinating on a number of scores.

He has repeatedly said that he objects to the report although he has not read it. And he must have read at least that part of it, because he is absolutely correct in saying that this report is unequivocally opposed to schools perpetuating ghetto dialect, or ghettoese. It is.

This report is as much opposed to that as it is to schools perpetuating inaccurate arithmetic. It is, to me, an undebatable point that the function of schools is to teach human beings who are capable of learning what a particular society considers correct, in language, in mathematical reasoning, and interestingly enough, I don't know of any society in which it is not also true that the function of schools is to teach students what is considered by way of values, correct.

I do not understand -- and this may be a major deficiency on my part -- the argument of those who believe that a school should perpetuate inaccurate language, poor grammar, or poor pronunciation, or poor spelling, any more than a school should perpetuate poor arithmetic.

MR. DYETT: It also seems to reject -- using your term "human beings" -- it also seems to reject compensatory education, the kind of education that seems to support a child because he lives in a different kind of environment, other than middle-class or other than high class.

DOCTOR CLARK: My concept about compensatory education is that it's necessary only because the basic education is deficient. And I don't think that a public school system can continue to develop compensatory educational gimmicks without addressing itself to the fundamental reasons why compensatory educational programs are necessary, and to me the only reason that compensatory education programs are necessary is because the basic education is not adequate.

MR. MATHEWS: Then Doctor Clark --

MR. DYETT: Thank you very much, Doctor Clark; excuse me, Mr. Mathews, and excuse me, gentlemen. We have to take a break.

We'll be right back in one minute with more of Washington News Conference.

MR. DYETT: Welcome back. Our guest this afternoon is Doctor Kenneth B. Clark, author of a report on the D.C. public schools.

We will continue our questioning with Mr. Mathews.

MR. MATHEWS: Doctor Clark, your report has much data showing how badly D.C. public schools students on the average do in reading and mathematics.

DOCTOR CLARK: That's our Appendix; not our Report.

MR. MATHEWS: Yes, sir.

Is there comparable data to tell us how good our teachers are in the District?

DOCTOR CLARK: Well, no; there are not comparable data, that addresses itself to how good or how bad the teachers are. But we did work on the assumption that the teachers in the public school system of Washington are as good as teachers in public school systems in any other comparable urban area.

MR. MATHEWS: But, they share one thing in common, I think; that they haven't taught most of the children how to read and write and add properly.

DOCTOR CLARK: Well, if this were not true, I presume that the Board of Education would not have invited us to try to develop this design.

The problem of academic retardation of inner city youngsters in the public schools is not a problem peculiar to Washington, D.C. This is a national problem, wherever one finds large percentages of minority group youngsters or lower status youngsters in -- in the United States, and if you notice, I said New York, because certainly New York is a prime example of the fact that public schools have not efficiently developed -- or developed an efficient system of education for lower status children.

MR. MATHEWS: Well, your report is trying to make the point that the children are not at fault, there's something wrong in the system, there's something wrong in the teachers' expectations. How are you going to turn the teachers around?

DOCTOR CLARK: You are quite right. The basic premise and assumption of this report is that when children, normal children, and we operate on the assumption that the children who come into the public schools of Washington, New York, Chicago, Philadelphia, are potentially normal human beings with a normal range of intellectual ability -- when one finds the massive, consistent academic retardation, that we do not -- and those of us responsible for this report -- do not accept the explanation that the children are deficient, we look to the system. We look to the educational process, we look to the manner in which the public school system operates in order to find the difficulties and to remove them. And this report is based upon that assumption.

MR. MATHEWS: I think we're still getting back to the teachers.

What are you going to do -- what can the school system to to train teachers to learn how to read, to accept the fact that kids are normal, that they're not at fault? How do you do that in six weeks?

DOCTOR CLARK: Well, one of the first things that it can do --

Oh, we don't think that this can be done in six weeks; no way in this report.

MR. MATHEWS: Well, in a year. It's going to be done in a year.

DOCTOR CLARK: It has to begin, and it has to begin tomorrow, and one of the advantages of this report is that it has stimulated discussions of this issue. And this is a first step.

We do say what our premises are. We do not hide this at all. We say that normal children, if subjected to efficient educational process, effective teaching, if teachers are motivated, if teachers are seen and respected, and respect themselves as professionals, and if the students themselves are permitted an opportunity to demonstrate that they can learn, and their motivation is increased, that their academic achievement will increase.

MR. OSNOS : Doctor Clark, what's a schoolday going to be like next year for a third grader, or a fourth grader? How's it going to be different from this year? That's really what the Clark Plan is all about.

DOCTOR CLARK: Well, that depends upon what decisions are made.

MR. OSNOS : Well, how do you envision the school day next year?

DOCTOR CLARK: In terms of -- if we are seriously seeking to implement the --

MR. OSNOS : If all goes well.

DOCTOR CLARK: -- the plan, the design that we proposed? I would envision a rather exciting atmosphere, climate and activity in every school in this system. I would envisage every classroom, a classroom in which a teacher feels -- not isolated, not alone, not subjected to the conditions of mediocrity and inferiority, and nobody gives a damn whether she does or doesn't, but a situation in which this teacher is an integral part of a dynamic process in which other people are also involved in what is happening in her class.

MR. OSNOS : Excuse me; but specifically, does it mean the children are going to be reading certain kinds of books, "Dick and Jan," will they be playing ring-around-the-rosy? How is it going to be different from this year?

DOCTOR CLARK: Well, I would think that the kinds of things that the children would be reading would be determined by the reading task force of each school, appropriate to the grade levels there; that maybe teachers would be creating the materials that the youngsters would be learning. Maybe the youngsters themselves would be involved in creating the materials which they would be reading.

They will not only be reading -- to show you how -- and by the way, this is not in the design, but this is in the back of my mind -- that maybe from the early elementary grades, children would not only be reading, but writing. Writing the things which they will be reading, and writing better books than are now available, in terms of their own interests and experience.

But the goals are always clear; namely, learning to read, learning to spell, learning to speak correctly, learning mathematical language.

MR. OSNOS: Doctor Clark, you're a very eminent student of human behavior, and all of us have read many of the things you've written. Do you really think that it's possible for the type of massive personality change that you' re thinking -- you're saying can happen with teachers? Can that really happen? It hasn't happened anywhere else.

DOCTOR CLARK: Well, may I say that if I didn't believe that it could happen, obviously I wouldn't write the report. If you read the report, you'll see that we state the requirements, the conditions which are essential for this happening.

Now, obviously, the report can't say that these requirements and conditions will be met. It may very well be that all sorts of subtle, flagrant resistances, barriers, vested interests, will be mobilized to see that they're not met. It would be terribly naive for me to believe that there would not be vested interests or groups that would mobilize themselves to see that these conditions do not prevail.

But it's also important that those who adopt the report, and those who are employed to implement it, address themselves to dealing with these vested interests, in seeing that they do not take precedence over the needs of these children to become competitive in our society.

MR. DYETT: Mr. Allen?

MR. ALLEN: Doctor Clark, apart from any resistances, or vested interests who object to change, the people with whom I've checked your report raise very large questions of simple fact. You base your entire program and the entire revamping of the schools on the fact that you consider reading to be a primary skill, upon which written and oral communication depends. According to you, in your report, reading first, then oral then written.

I am told that --

DOCTOR CLARK: And mathematical.

MR. ALLEN: And mathematical, but let's just stick to the reading for the moment.

I am told by the best experts I can find, the best literature that I can read, that the linguists all agree that oral communications comes first, then written, and then reading.

DOCTOR CLARK: I'm not prepared to quibble with the experts.

MR. ALLEN: That's not a quibble, sir; that's a major problem --

DOCTOR CLARK: Well, you are quite right in pointing out that this design is based upon the primacy of the reading skill as essential to all other educational achievement and function.

Obviously, if a child can't speak, he can't read. Well -- I'm not even sure of that, but we are concentrating on reading because of the judgements about the efficiency or the adequacy of educational systems are generally

made upon reading scores. And I must say to you that the future academic competitiveness and performance of children are generally based upon early reading scores.

And it is for this reason that we put our primary emphasis upon -- now, after -- if this design is implemented and the youngsters in the public schools of Washington are, on the average, at or above grade level in reading and arithmetic, then I think we can afford to concern ourselves with other components of total education of these children.

MR. DYETT: We have about a minute left.

MR. ALLEN: But sir, you said in your report, that you abhor all experimentation. The time for experiments is ended.

DOCTOR CLARK: That's right.

MR. ALLEN: Now, many --

DOCTOR CLARK: That's why I concentrate on reading.

MR. ALLEN: Many of the things, apart from reading, in your report, have never been tried before. There is no evidence to indicate that they will succeed. Are these not experiments? Is not the entire --

DOCTOR CLARK: No, frankly I do not consider this experiment. The-- in fact, if I were to criticize this design myself, I would criticize it on the grounds that it is concerning itself with rather simple, direct kinds of things that should be obvious and that should have been tried a long time ago. And I would not -- now challenge all of my critics to come up with something better. And something that would increase the achievement of these children and if they do, I will go and support them and take my report and say this is not as good as that.

MR. DYETT: One quick question.

Have you any thoughts on this selection of the next School Superintendent?

DOCTOR CLARK: That's a matter for the School Board, and they have not asked -- invited me to be involved in that.

MR. ALLEN: Are you a candidate, Doctor Clark?

DOCTOR CLARK: Absolutely not. I'm not a candidate for anything other than rest.

MR. DYETT: Thank you very much.

Doctor Kenneth B. Clark, who's President of the Metropolitan Applied Research Center and author of a report on the D.C. public schools, has been our guest this afternoon.

He was questioned by Mr. George Allen, Investigative Reporter, WTOP Television and Radio News, Mr. John Mathews of The Evening Star, and Mr. Peter Osnos, of The Washington Post. Next week another panel of journalists will question Deputy Mayor Graham Watt, of the D.C. Government. So until next Sunday afternoon, this is Lovell Dyett, for Washington News Conference; good afternoon.

# # #

NEWS RELEASE

1424 16th STREET, NORTHWEST
WASHINGTON, D.C. 20036
202/483-3830

AMERICAN CIVIL LIBERTIES UNION FUND OF THE NATIONAL CAPITAL AREA

ALLISON W. BROWN, JR.
President

RALPH J. TEMPLE
Legal Director

March 9, 1970

STATEMENT OF ALLISON W. BROWN, JR., PRESIDENT OF THE ACLU FUND

ON ACLU FUND PARTICIPATION IN HOBSON V. HANSEN

The American Civil Liberties Union Fund will enter the case of Hobson v. Hansen on behalf of Julius Hobson to attempt to secure compliance with Judge Skelly Wright's ruling which barred unequal treatment of poor and black students in District of Columbia public schools.

Today, more than two and a half years after Judge Wright's ruling, many of the same gross inequities that evoked the original suit continue virtually unchanged. The District of Columbia school system's own records show the extent of non-compliance:

- o Continuing unequal expenditure of money per pupil
- o Continuing unequal distribution and use of funds for special projects
- o Continuing unequal distribution of essential equipment
- o Continuing unavailability of adequate library facilities for poor and black students

Judge Wright's ruling foresaw that the D.C. school system might evade compliance by falling back on the excuse that neighborhood segregation was the root cause of unequal treatment and this larger social problem was beyond the power of a school system to remedy. The ruling specifically foreclosed this evasion of responsibility by ordering compensatory education where necessary,

(more)

in these words:

"Where, because of the density of residential segregation, or for other reasons, children in certain areas, particularly the slums, are denied the benefits of an integrated education, the court will require that the plan (to alleviate pupil segregation) include compensatory education sufficient at least to overcome the detriment of segregation and thus provide, as nearly as possible, equal educational opportunity to all school children."

There is no evidence that even the first step toward implementing this key element of Judge Wright's ruling has yet been taken.

One might reasonably conclude from this sorry record that school authorities had made a conscious decision to disobey the court's order. But even if what is being demonstrated is not conscious disobedience but merely massive incompetence, the outcome is tragically the same: a generation of children is being deprived of the quality public education that is its American birthright.

We truly regret that the D.C. school system has proved incapable on its own initiative,and without further judicial guidance, of providing equal educational opportunity for all children. But since that is inescapably the fact, our new action in this case will seek to provide that judicial guidance.

Accordingly, the ACLU Fund will file a motion in U.S. District Court for enforcement of the prior ruling in Hobson v. Hansen. This motion will document the instances of non-compliance up to now, and will spell out the steps necessary to insure compliance from here on.

FOR RELEASE
March 9, 1970

Julius W. Hobson
554-3308

Failure of the D.C. Public School Authorities to Implement Judge Skelly Wright's Decision in the Hobson v Hanson Case

".... The Washington school system is a monument to the cynicism of the power structure which governs the voteless Capital of the greatest country on earth."

So stated Judge Skelly Wright in his decision handed down on June 17, 1967.

Judge Wright found in essence that it is unconstitutional to distribute public educational resources on a discriminatory basis. The court decreed that these resources be equalized. The inequity in the total expenditure of money per student, particularly in the poorer schools, was specifically pointed out by the court. Yet more than two years later the data show that there has been no organized attempt on the part of school authorities to carry out this basic part of the Judge's order.

The total expenditure per pupil gap shown by public school data in 1965 amounted to a $411 spread between the lowest and highest schools in the city. The latest available data, 1968, show that this gap has not been closed but has widened to a $492 spread between the lowest and highest schools.

In 1965, the highest average expenditures per pupil were in schools located in the highest income areas of the city. The latest data published by the school administration for 1968 show that the areas with income ranges of $10,000 to $12,000 and over still contain the schools with highest per pupil expenditures based on regular budget funds.

The 1965 data placed in evidence also showed that the schools with the lowest expenditure per pupil in the city were located in Southeast Washington. The latest new figures published by the school administration reveal the same pattern of inequity.

In the area of special projects the school administration violated the law in the distribution of compensatory funds. The cheating by D.C. Public Schools in the use of ESEA funds is worse than what is happening in the South.

It is amazing to find our own school system, primarily Black, still discriminates economically against the poorer schools -- even with compensatory funds! As the newly published figures show, the average increase in expenditures per pupil due to ESEA funds spent in the schools with higher regular budgets was 5.1% -- more than twice the increase caused by ESEA funds (2.0%) spent in schools with the lowest regular budget.

Expenditures per pupil are basic indicators of the extent to which all programs in the public school are implemented in a fair and impartial way -- for the benefit of all students, these figures reflect such practices as unfair distribution of library facilities, experienced teacher assignments, books per pupil, equipment and supplies and special project administration.

Following a series of reports from the school administration requested by the Committee to Implement the Wright Decree, it became increasingly apparent that despite "words" charging the contrary, the administration was not in fact implementing major portions of the court's rulings. The School Board, on July 7, 1969, rejected a motion that the Board "... meet a minimum of once a week this summer and as many times as necessary to implement this (court) decree." In some cases where the Board of Education has instructed the school administration to deal with a specific inequity and report back to the Board, these instructions have been ignored.

It is apparent that the school administration is neither capable of achieving nor concerned about equal educational resources for all children in the District of Columbia.

Although eliminating economic discrimination, by equalizing general fund expenditures (and resources) plus concentrating special title funds in poorer schools, will not solve all educational problems -- it is a necessary and court ordered step which the administration can or will not take. Therefore, I can only predict an increasing inequity which is already contributing to a sporadic revolt of the students. Since any general rebellion will cause a clear and present danger to all students, I must now ask the court to place the school system in receivership under a court-appointed master to end the systematic destruction of our children.

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BOARD OF EDUCATION OF THE DISTRICT OF COLUMBIA
PRESIDENTIAL BUILDING
415 TWELFTH STREET, N. W.
WASHINGTON, D. C. 20004

PRESS RELEASE
June 18, 1969

MEMORANDUM

To : Members of the Board of Education

From : Julius W. Hobson, Chairman
Committee to Study Implementation of
the Wright Decree

Subject : Proposal for Summer Implementation of the Wright Decree

At the request of the Committee to Implement the Wright decree, we have received a series of reports from the school administration dealing with (1) expenditures per pupil, (2) special projects in the public schools, (3) essential equipment in the public schools, (4) curriculum change in the public schools, (5) books per pupil in the public schools, and (6) availability of library facilities in the public schools.

It is apparent from this preliminary data that the school administration has failed or refused to implement what is now the law of the District of Columbia -- the Skelley Wright decree in the Hobson v. Hansen Case upheld by the United States Court of Appeals. I cannot begin to impress upon the members of the Board of Education the danger of functioning outside the law.

The school administration has had since June 19, 1967, to implement this decree. We do not hold the Superintendent responsible for decisions which occurred prior to his contract; however, Mr. Manning has had more than a year to outline a decisive course of action and has failed to do so. I therefore feel that this administration should not be given another year to continue its inertia, ignorance and indifference in this matter. As a member of the Board of Education, I am now in the position of being a defendant in my own case and am therefore subject to the same penalties as can be imposed upon the administration for their apparent contempt of United States District Court. In light of the lapse of time in this matter, I make the following motion:

THAT THE BOARD OF EDUCATION MEET A MINIMUM OF ONCE A WEEK THIS SUMMER AND AS MANY TIMES AS NECESSARY TO IMPLEMENT THIS DECREE.

I suggest that the schedule of these meetings be set up by the Secretary of the Board of Education with the first meeting occuring during the week of June 23, 1969. I propose that Mr. Manning bring to the Board each week a plan for dealing with the inequity in each of these areas. In turn, I will request the remaining data outlined in my February 4 memorandum by July 6.

The following is an example of the type of plan which should be developed and proposed by the Superintendent and discussed and approved by the full Board. I propose that this plan together with the Superintendent's proposal be discussed at the first meeting the week of the 23rd.

TEXTBOOK REFORM (EMERGENCY)

In order to correct the extreme disparities and inequalities in textbooks in the school system, I make the following motion:

1. THAT Department Chairmen in all schools are ordered to work for one full week after the closing of school taking full inventory of all books in use.*

2. THAT the Supervising Directors of each Department fully cooperate with the Department Chairmen in dividing the books into the following categories:

a. Books with racist content -- all such books should be condemned.

b. Books in American literature and American history which contain no selections about Black people -- all such books should be <u>retired</u> as textbooks and should be used only as reference or supplementary books.

3. THAT the Supervising Directors of each Department be responsible for reporting the following information to the Board no later than August 1, 1969, the results of the survey in the following terms on a school by school basis:

a. Names and numbers of books to be condemned.

b. Names and numbers of books to be retired, as textbooks.

*It must be understood that Department Chairmen are to be compensated for the extra week's work.

c. Names and numbers of books needed to replace retired or condemned books.

d. Names and numbers of books needed to bring all schools with a below average pupil-book ratio up to the city-wide average.

4. THAT after the reports from the Supervising Directors have been received, the Board establish an emergency fund to institute the suggested book reform in conformity with Judge Wright's Decision in Hobson v. Hansen.

The elected school board members cannot violate the law another year or allow the administration to remain haphazard and apathetic. We must provide a sound and equitable basis for immediate constructive change.

N E W S R E L E A S E

- for immediate release

FEDERAL EMPLOYEES FOR A
DEMOCRATIC SOCIETY (FEDS)

October 8, 1968

for more information call:
Michael W. Ambrose 544-5605

Federal Employees for a Democratic Society (FEDS) has announced its endorsement of Julius Hobson for the D.C. School Board. The group, which has been active in anti-war activities and in trying to involve government workers in the Poor People's Campaign, also participated in Mr. Hobson's petition drive against racial discrimination in Federal employment.

FEDS called Mr. Hobson "one of the most courageous and honorable men in Federal employment," and said that "it is these same qualities which make him an excellent candidate for public office in the District of Columbia." Mr. Hobson was a member of the first steering committee of the Federal employee's group, whose leaders say his career has served as a model for many concerned government workers.

# # # #

THE AD HOC COMMITTEE FOR EDUCATION

invites you to a public meeting

I. S. 201
2005 Madison Avenue
(corner 127th Street)
Saturday May 4th, 1968
2:00 — 6:00 P.M.

Topic:

TRACKING ANOTHER EDUCATIONAL BETRAYAL

Principal Speaker:
Mr. Julius Hobson, Plaintiff
*Hobson vs. Hansen - Skelly Wright Decision, Washington, D. C.

Panel:
Mr. William Kunstler, Counsel for Mr. Hobson

Mr. Isaiah Robinson, Pres., Harlem Parents Committee
Chairman of the Board, Harlem Commonwealth Council

Panel: (*continued*)
Mrs. Ellen Lurie, Training Director, United Bronx Parents

Mr. George Scurlock, Students Afro-American Society, Columbia University

Mr. Clyde Ford, Afro-American Students Association, Stuyvesant High School

Moderator:
Mr. David Spencer, Chairman, Governing Board, I.S. 201 Complex

TRACKING or ABILITY GROUPING

Does it mean
General Diplomas, Dropouts, No College, No Training, No Jobs?

IS YOUR CHILD SYSTEMATICALLY PROGRAMMED FOR A SUB-STANDARD EDUCATION?

IS YOUR CHILD EXCLUDED FROM EQUAL EDUCATIONAL OPPORTUNITIES BECAUSE OF INAPPROPRIATE PLACEMENT TESTS?

DOES YOUR CHILD RECEIVE AN INFERIOR CURRICULUM?

***THE SKELLY WRIGHT DECISION RULED THE "TRACK SYSTEM" ILLEGAL AND DISCRIMINATORY IN WASHINGTON, D. C.**

THIS SYSTEM CAN BE ABOLISHED IN NEW YORK CITY

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Citywide Coalition for Community Control of Public Schools
Columbia University Citizenship Council
EQUAL
Harlem Parents Committee
I.S. 201 Governing Board Complex
Liberty House
Ocean Hill Brownsville Governing Board
Scholarship Education and Defense Fund for Racial Equality
Students Afro-American Society, Columbia University
Teachers for Decentralization
Two Bridges Parent Development Program
United Bronx Parents
West Side Committee for Decentralization

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Resources Person: Dr. Ruth Berken, Curriculum Development, Center For Urban Education

FREE REFRESHMENTS

PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA
Department of Special Education
Developmental Center for Special Education
1619 M Street, N. W.
Washington, D. C. 20036

4.11 #

April 16, 1969

YOU ARE INVITED!

An Invitation to Attend A Workshop for Parents, Teachers, and Friends of Hearing Impaired Children.

WHERE: Developmental Center for Special Education
Department of Special Education
Magruder Administration Building
1619 M Street, N. W.
Washington, D. C. 20036

WHEN: Saturday, April 26, 1969
9:00 a. m. - 12:00 Noon

AGENDA

Speakers: Mr. Donald Bangs
Instructor of Mathematics
Gallaudet College

Miss Ann Silver
Student, Gallaudet College

"How the Deaf Can Succeed in a Hearing World"

Mrs. Kathryn O'Conner
Educational Consultant
Alexander Graham Bell Association

"The Importance of Language to the Hearing Impaired Child"

Question and Answer Period

For further information, please call Mrs. Geraldine H. Washington at 737-4864.

FREE PARKING ON LOT NEXT TO THE CENTER

T. B. I.

(Teens Becoming Involved)

presents

Julius Hobson

Apr. 27

2-4

ARCHBISHOP CARROLL HIGH SCHOOL

4300 Harewood Rd., N.E., Washington, D. C.

HIGH SCHOOL STUDENTS ARE INVITED TO ATTEND

Sponsored By
Archdiocese of Washington
Catholic Office of Education
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District of Columbia Public Schools

VOTE

for

Julius W. Hobson

for the Board of Education

FOR IMMEDIATE RELEASE

September 26, 1968

Hobson Outlines Platform for School Board Race;
Hits Urban League 'Bossism'; To Boycott Hearings

The purpose of this press conference is threefold: to provide the press with a complete background sketch of myself and previous activities; to present the platform on which I shall campaign for the Board of Education of D.C.; and to expose a callous example of Mayor Daley-type bossism in the school board race.

My platform can be summed up in three words: "law and order." I am campaigning on the enforcement of the Judge Skelly Wright decision. If we enforce the law, as laid down by Judge Wright, there will be a new order of excellence in the Washington, D.C. school system. There are a number of specific innovations which I wish to see integrated into the D.C. schools. These are spelled out in the attached position paper.

The important thing I wish to emphasize, however, is that my campaign is premised upon what a local newspaper has called the "revitalization of the whole school program." This means a number of sweeping changes if we are to develop successfully the kind of school administration whose sole

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function is to educate our children, not perpetuate an educational mafia.

Finally, I wish to condemn a raw exercise in political bossism which the Washington Urban League recently attempted, and in fact, achieved. An otustanding young black man named Ernest Pete Ward was an announced candidate for the school board from Ward 6. Because of the tremendous enthusiasm and unified support for Mr. Ward in that area, he looked like a virtual shoo-in. But Mr. Ward had one drawback --- he was an employee of the Washington Urban League.

Mr. Ward's possible election to the Board of Education would have made him a community leader. This, in turn, would have made him a threat to the city's leading pasteurized "Negro leader", Sterling Tucker, director of the League and his hand-picked flunky, acting director John Jacobs. Although the Urban League Board Chairman, William Thompson, saw nothing wrong with Mr. Ward running, both Mr. Tucker and Mr. Jacobs were opposed to Mr. Ward's candidacy and he had to withdraw.

In an arrogant justification of such bossism, Mr. Jacobs publicly declared that "Our responsibilities are larger than the School Board."

I want to call the public's attention to the lead editorial in this month's Capitol East Gazette which came out today and which indicts both Mr. Tucker and Mr. Jacobs for their behind-the-scenes manipulations to prevent Mr. Ward's candidacy.

Because of this Mayor Daley-type bossism of the Washington Urban League, I will boycott the four public meetings which the League has scheduled beginning October 2nd to discuss the school board candidacies. If the Urban League can make an arbitrary decision, ex cathedra, as to who cannot run, I will not be a party to its effort to decide who can run

....more

for the Board of Education. This would be the sheerest form of hypocrisy.

However, my supporters will stand outside these meetings and pass out my platform to those attending these meetings.

I also call upon the other school board candidates to indicate in some way their displeasure with the Urban League's denial of the right to public office to one of their employees. I am not asking that the other school board candidates necessarily join me in the boycott of the Urban League meetings. But I do think the people of D.C. should know that the candidates' attendance at these meetings signifies their agreement that the Urban League was right in its political handcuffing of Pete Ward.

If democracy is to have any true relevance for people in the capital of the United States, then what the Washington Urban League has done in this instance concerning the right of a citizen to be a candidate for public office must not be repeated again by any organization or institution -- particularly one which is supported by public money.

-30-

Interracial Books FOR CHILDREN

Published by the Council on Interracial Books for Children

VOLUME..TWO..NO. 3 SUMMER 1969

Dear Dorothy
I wish did not attend

The Role of Books at Ocean Hill-Brownsville

Children's Book Editors Study Needs of Ghetto Schools In Experimental District

by Margaret Davidson and Bradford Chambers

Photos by Frank Grunberg

Ocean Hill-Brownsville, Brooklyn's famous experimental school district, has been marked by a short, stormy history. Reported in all the media, it was protest against the district's decentralized status that culminated in the city wide 1968 teacher's strike.

But despite the publicity, questions of deepest interest to the children's book publishing world have remained unanswered. What are the special book needs of the pupils in this demonstration school district? What books are favored by the black and Puerto Rican children there? What books do they still need?

Last April, a group of children's book editors from sixteen publishing houses went to Ocean Hill-Brownsville to find the answers. It was part of a program organized by the Council on Interracial Books for Children to open up direct lines of communication between publishers and inner-city schools.

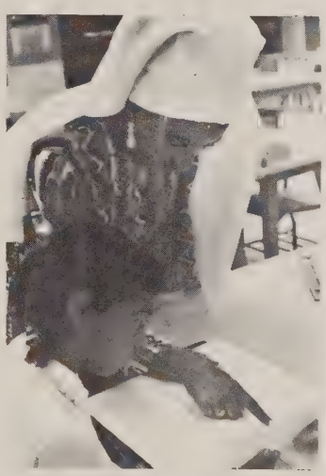
During their trip, the editors visited five of the district's eight schools, observed primary and secondary grade classes at work, lunched with teachers in two of the school cafeterias, talked with District Supervisor Rhody A. McCoy, and conferred all afternoon with the librarians and curriculum personnel, who serve the daily needs of the nearly 9,000 students of this ghetto area, almost 80 per cent of whom are black, the rest being Puerto Rican.

Their guide throughout the day was Harriett Brown, Supervisor of Librarians for the district. Mrs. Brown was formerly a librarian at the central headquarters of the Board of Education. Before she came to Ocean Hill-Brownsville, she said, her attitudes could be readily described as "middle-class Negro." She eschewed the term "black" and was less than enthusiastic about the concept "Black is Beautiful." Today, she is equally at home with "Negro" and "black" and knows that black very definitely is beautiful.

From the start of the visit, Mrs. Brown set the tone and pace of the day—enthusiastic and brisk. She directed the editors to waiting cars, which carried them to their first stop of the day, an elementary school. For most of the editors, this was their first trip to Ocean Hill-Brownsville. Perhaps, as Editor Ruth Hannon of Western Publishing said later, she had been expecting something like Harlem—chaotic but full of vitality. It did not take long to see that here was another kind of ghetto. Instead of the crowded big-city sense of life, there was a feeling of emptiness everywhere. Two-, three- and four-story buildings lined each street. Many were partially boarded up. Others were gutted by fire. Where were the grocery stores, the pizza stands, bars, restaurants, dress shops, beauty parlors? In the entire school district there was hardly a one to be seen.

Multi-Media Library

At the first stop, the library of P.S. 144, the editors were greeted by a poster on the library door which announced "BE ALL YOU CAN BE—READ." Entering, they saw on one wall a brilliantly colored travel poster depicitng a pastoral scene, its slogan "Puerto Rico —As Close to Paradise as Man Will Ever Be." On another wall, under a sign reading "Black Like Us," were posters of Martin Luther King and Eldridge Cleaver.



"Books fill the void."

About 40 children were in the room. Most sat at oblong tables, quietly reading. Others crowded around the end of a long table on which a sign was propped: "Today's Record Selection — Ashanti Folk Tales from Ghana, by Courlander." A turntable spun slowly, and six boys and girls, plugged in by earphones, were listening intently. In another part of the room, seven boys and girls clustered around a filmstrip machine. They took turns reading the film captions, and when one did not know a word, another student would say it for him.

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Indian Association Attacks Lies in Children's Literature

by Jeffrey Newman

Why is it that so many Americans know so little about the American Indian? One reason is clear. Most information found in books, movies, newspapers, television, and legend is inaccurate.

The problem is particularly accentuated in children's books. Year after year, authors and publishers grind out mistaken, insensitive, and bigoted works directed at young minds everywhere. About a hundred new children's books—plus how many reprints!—on American Indians flood the market each year. Some are as obviously backward as a Tom Mix movie. Others are more subtly but equally distorted. And of course, children, who regard a book as almost inviolate, are unlikely to question information found on the printed page.

Distortions can often be traced to a cultural myopia among writers. Such authors have not been able to rise above their own culture when writing about American Indians. Apparently, they are unconscious of their own cultural conditioning. American Indians and their ways of life are comprehended only in terms of how they measure up to Anglo-American criteria. This is, of course, ethnocentrism of the most tragic kind.

Responsibility for the inordinately low quality of children's books on American Indians should not be laid only on authors. Some must be assigned to historians.

An unfortunate practice among historians has been to follow a double standard in writing about Indian-white relations. For example, although historians duly record the violent acts committed by the Indian toward the white man, they ignore the seamy story of white violence, cruelty, and broken promises. All too often, the authors of children's books reflect this initial dishonesty.

The Association on American Indian Affairs regularly reviews children's books about American Indians. The organization has long felt the need for a list of recommended books in this field and has recently published a *Preliminary*

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COUNCIL ANNOUNCES 3rd ANNUAL CONTEST FOR AFRO AMERICANS, AMERICAN INDIANS AND SPANISH AMERICANS

Second Annual Contest Still Open for Submissions

Interest has mounted in the Council's annual writing contest. During the past two months, more than 350 letters have come from Afro Americans, American Indians, Mexican Americans, and Puerto Ricans inquiring about contest procedure and eligibility. This correspondence represents all sections of the United States. Indicative of the ramifications of the inquiries is one from Senator Ted Stevens asking if the contest is open to Alaskan Natives, Eskimos and Aleuts, with a subsequent request from the Alaskan Senator that these minority groups be eligible as American Indians. An activist in the women's liberation movement asked to join as a member of *her* minority.

Because of the widespread interest, the Council has expanded eligibility and is now announcing the Third Annual Contest, which will officially begin on September 1, 1969—when the Second Annual Contest closes. The new contest will be open to Afro Americans, American Indians, and Americans of Spanish-speaking origins. Deadline for the Third Annual Contest will be September 1, 1970. New rules and the names of the judges will appear in the September 1969 issue of this bulletin. Manuscripts already submitted that are not eligible for the current contest will be held for the new one, unless the writers specify otherwise.

Second Contest Nears End

Meanwhile, the Second Annual Contest is drawing to a close, but there is still time for Afro American writers and aspiring writers to enter. The contest offers $500 cash prizes for manuscripts in each of three age groups—3 to 6, 7 to 11, and 12 to 16. Contestants should not have previously published in the field of children's books, but they may have worked in any other literary form. Subject themes are unlimited.

Judges are authors John O. Killens and John Williams, and illustrator Tom Feelings, who will make their final decisions before the end of 1969. Winners will be honored at a public reception.

Publishers, please note: When the judges have made their final decisions, a list of the names of winners, runners-up, and contestants who have demonstrated writing talent will be available at the Council headquarters, 9 East 40th Street, New York, N. Y. 10016. The exact date will be announced by telegram to any children's book editor who indicates interest in the contest *in writing*. Editors should send the Council a letter or postcard requesting notification.

Information Clearing House

Books for the Chinese American Child, a Selected List, compiled and annotated by Cecilia Mei-chi Chen, is available gratis from the Cooperative Children's Book Center, 411 West, State Capitol, Madison, Wisconsin.

The 1969 Summer Program in Broadcast and Print Journalism for Members of Minority Groups has been initiated by Columbia University. Publishers interested in graduates of the program should write to Richard Kwartler, Administrator, Graduate School of Journalism, Columbia University, N. Y.

The Interstate Research Associates, a non-profit consulting firm specializing in bi-cultural programs, writes us that at their disposal are writers, published and unpublished, who are qualified to write on Mexican American themes. IRS has an office at 1826 Jefferson Place, N.W., Washington, D.C.

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Council Publishes Compendium of Recommended Book Lists

Special Supplement Features 125 Annotated Titles Emphasizing Books on Black Themes; Other News of Council's Expanding Activities

Twelve lists of recommended books for children are analyzed in a special supplement of INTERRACIAL BOOKS FOR CHILDREN, to be sent during the summer to regular subscribers. The supplement also annotates and codes all books that appear on three or more of the lists. A total of 125 books are listed for various age ranges, thus providing a valuable compendium of books judged outstanding by compilers of recommended books for children.

Facts are presented on who compiled the lists, brief criteria for selection, and how the lists may be obtained. Included are such major lists as the Atlanta University's "Bibliography of Negro History and Culture for Young Readers," the American Friends Service Committee's "Books for Friendship," Charlamae Rollins' "We Build Together," Augusta Baker's forthcoming "Books About Negro Life for Children," and the special list compiled for the Detroit Public Schools.

All the books selected were published between 1965-68. Some outstanding 1969 titles are included. The books recommended by Augusta Baker, coordinator of children's services of the New York Public Library, are a preview of an updated revision of her popular 1963 list, to be published later this year.

The lists also include books recomended by several professional organizations and trade journals, such as the American Library Association and the *School Library Journal*.

Recommended Lists for Other Minorities in Preparation

The special supplement was prepared under the direction of David Cohen, Chairman of the Council's Criteria and Book Review Committee. Sent free of charge to regular subscribers, it is available to non-

continued on page 8

INDUSTRY CONTRIBUTORS

The Council gratefully acknowledges the support of the following industry sponsors who have made recent generous contributions toward its work:

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Interracial Books FOR CHILDREN

is published quarterly by the Council on Interracial Books for Children, Inc., 9 East 40th Street, New York, N.Y. 10016

Ruth Adler Memorial Fund

A number of friends of Ruth Adler, who died March 30, 1968, have asked her husband, Irving Adler, how they could contribute to a memorial in her honor. In reply, Dr. Adler, author of many science books for children, has suggested as one suitable memorial a contribution to the Council on Interracial Books for Children, Inc. 9 East 40 Street, New York, N. Y. 10015.

Mrs. Adler, illustrator of many of her husband's books and an active supporter of full equality for racial minorities, was one of the early financial supporters of the Council.

Any friend of Mrs. Adler who wishes to pay tribute to her memory may do so by sending a check payable to the Council, accompanied by a note stating that it is to be added to the Ruth Adler Memorial Fund. All contributions are tax deductible.

Unless contributors to this fund send specific instructions to the contrary, the Council will notify Dr. Adler of all gifts received.

FRANKLIN FOLSOM RESIGNS AS COUNCIL CHAIRMAN

The Council on Interracial Books for Children, Inc. announces with deep regret the resignation of Franklin Folsom. Mr. Folsom was one of the founders of the Council and since its inception served tirelessly and selflessly as its Chairman. We who believe that children's books can be a powerful force in creating a better society wish to express our appreciation for his devotion and contribution to this cause.

continued from page 1

The Role of Books At Ocean Hill-Brownsville

Librarian Richard Lewis, a young man in his early twenties, and an assistant librarian answered student's questions here, gave a suggestion there, and offered words of praise. Then they moved on. Richard Lewis, a white man, had transferred to Ocean Hill a year ago from another school in Brooklyn.

Experiment in Ungraded Learning

The children in the library seemed to be of third or fourth grade age, but this was not easy to determine. P.S. 144 is an ungraded school. Each student is permitted to choose his study subject for specified periods. He signs a daily card or "contract," on which he indicates what curriculum centers he plans to attend, how much time he plans to spend at each, and what he hopes to achieve that day.

At each center, a teacher marks on the card whether the student has fulfilled his contract there. When the day is over, the card is reviewed with the student's homeroom teacher, and the next day's "contract" is made out. Should a student neglect his contracts, the privileges it gives him are denied until he is ready to fulfill them again. The boys and girls whom the editors saw in the library that morning were there because they had contracted for it, for an hour and a half.

At the time of decentralization, one of the schools, Mrs. Brown said, had no central library at all. Others had central libraries but lacked professional personnel. Today, the district's staff numbers ten librarians, and more than thirty "paraprofessionals" — community people of limited education who are given in-service training and who are paid limited salaries. Volunteer parents aid the staff.

The eight schools of Ocean Hill-Brownsville all are within walking distance of each other, and when Harriett Brown makes her routine rounds of the school libraries, she can cover the entire district, if she hurries, in a single morning. The editors had been driven to the first school they visited, and now as they walked to P.S. 178, Mrs. Brown made the comment that the physical proximity of the schools promotes a psychological proximity. "Since I came here," she said, "the word 'community' has taken on a new dimension for me."

On their way to visit a second-grade class at P.S. 178, the visitors stopped to look at the front hall display. A bulletin board, decorated with posters of Afro-American and Puerto Rican leaders, was mounted atop a long table covered with children's books. Each school in the district has similar exhibits in the front hall, and books are an integral part of all of them, Mrs. Brown said. In most of the schools, these exhibits change monthly, focusing on a specific aspect of the heritage of an ethnic minority. The April display at P.S. 178 featured Crispus Attucks.

"A Country Like Ocean Hill-Brownsville"

In the P.S. 178 classroom there was the same air of relaxed business that the editors had observed in the P.S. 144 library.

"What books do you like best?" Caroline Greenberg, Golden Press editor, asked the six and seven-year-olds. Hands shot up everywhere.

"Three Billy Goats Gruff!"
"The Red Balloon!"
"Good Morning, Mr. Sam!"
"Five Chinese Brothers!"

Harriett Brown, perhaps trying to get some more ethnically grounded answers, said, "Close your eyes and try to see a book you want that you've never seen before."

"A book on space."... "A book about our school."... "A book about when we go on trips in the bus." ... "I'd like one about a country like Ocean Hill-Brownsville." . . . "*I'd* like one about a Teratorsaurus dinosaur!"... "No, no — one about skunks!"... "I want one about a porcupine!"

Mrs. Brown tried again. "What would you tell about yourselves to someone who's never met you?"

"I have a colored face."... "I have big eyes and a face."... I have a big mouth and a little nose."... "I don't want to describe myself."... "I'm a girl."... "I have long hair." ... "I wear dresses."... "I have black hair, brown eyes, and I'm a boy."

In another classroom at P.S. 178 the editors watched children make a book of their own. Titled "Boys and Girls at Work and Play," it was being constructed from photographs cut out of magazines and newspapers. The children had been collecting the photos from *Ebony*, the *Amsterdam News*, *El Tiempo*, and *El Diario*.

Communication through books

Did this mean, Harriett Brown was asked, that Ocean Hill-Brownsville was not receiving any of the good trade books being published during the past two or three years that portray black and Puerto Rican children?

"No, it doesn't," said Mrs. Brown, "We're beginning to get the books, but you must remember that our school district is not so decentralized as the public thinks. We still select books from the approved list provided by the Board's Central Committee in charge of standards and adoptions, and from the time we order a book to when we actually receive it is usually a year to eighteen months." (She did not include the time before a book appears on the Board's approved list, which may amount to still another year to eighteen months. Thus, as much as three years may elapse from when a book is published until it reaches the library shelves of a school in Ocean Hill-Brownsville or in any other school district of New York. This distribution time lag was to come up again in the editors' discussions with District Superintendent Rhody McCoy.)

As the visitors left the P.S. 178 classroom, Mrs. Brown observed: "I remember when the first books to depict black children in a realistic way were published. Black children giggled with embarrassment and turned away from these books. They had become so accustomed to seeing themselves portrayed, either not at all, or in humiliating roles, that when they saw themselves as real persons they were terribly distressed."

The Heart of It All

Across the street from Rhody McCoy's office in the Atlantic Towers Building is a cluster of six or seven Quonset-style huts. Each is the administrative nerve center for some aspect of the Ocean Hill-Brownsville district. The visiting editors headed for one that serves several functions. It is the School Library Center, the Resource Center, the Reading Hut, or just plain "the Hut." The editors learned that whatever one calls it, as far as books are concerned this small two-room structure is the heart of it all.

Here books are received from the Board of Education for distribution to district schools. Movie equipment, slides, filmstrip machines, tape recorders, records — audio/visual equipment of all kinds are stored or used here, or loaned to individual schools. Librarians come for two hours a week of in-service training. Paraprofessionals receive instruction before being sent out on their special assignments. Puerto Rican children come to the Hut from P.S. 155, where experiments with bilingual classes are taking place. Here they see movies in Spanish, read books in their native tongue, or work with structured bilingual materials.

Daily storytelling sessions for the children of Ocean Hill-Brownsville are held in the Hut. Sometimes the children are read to, sometimes they watch storytelling filmstrips or movies. Sometimes a child chooses a book he particularly likes and reads to the others.

Seven-Day Library

The Hut also serves as a seven-day library for the entire district—for in the planning stages, Mr. McCoy had requested that besides regular school hours it be open in late afternoons and on weekends, so that children could do homework there when they couldn't do it at home. On Saturdays, from 10 *a.m.* to 1 *p.m.*, and on Sundays, from 1 to 4 *p.m.*, the boys and girls of Ocean Hill-Brownsville, and their parents, can come there to take out books.

"But we're not so interested in books going out," Ronald Simmons, one of the young paraprofessionals said, "as we are in the kids coming in. That way we can get a fix on

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College Language Group Hits "Instant" Experts

Members of the College Language Association, most of whom have spent many years teaching in predominantly black institutions, issued at their April, 1969 meeting a strongly worded statement of condemnation aimed at the publishing industry as a whole. The expansion into the field of black studies, the CLA stated, has not caused the abandonment of an essentially colonialist attitude held by too many of the industry in respect to black teachers and scholars. Far too many books, especially in the textbook field, it was noted with indignation, seemed to have been prepared by "instant" experts — and apparently were checked only by other such experts before publication. The CLA calls for the use in all areas of publishing of black men and women whose talents, backgrounds, and experiences would automatically bring to an end this subtle and condescending form of racism.

Founded 33 Years Ago

The CLA was founded 33 years ago, at a time when the Modern Language Association barred black membership. Today the CLA represents nearly 200 teachers of English and foreign languages in predominantly black colleges throughout the South, as well as several state universities in the North. It publishes a quarterly, the *CLA Journal*, which may be obtained from the editor, Dr. Therman B. O'Daniel, Morgan State College, Baltimore, Md. The current summer issue focuses on the author Richard Wright.

continued from page 2

Ocean Hill-Brownsville

their individual problems."

Programs originate in the Hut that reach out beyond the eight schools into the neighborhood itself. One such program is the At-Home Reading Program. Paraprofessionals are each given a caseload of first graders. Their assignment is to visit children in their homes and to organize parents into weekly reading-training sessions.

Storytellers in the Streets

The Hut did not officially exist until fall, 1968. In preparation, throughout the preceding summer, ten teams of roving storytellers took to the streets. On street corners, in doorways or parks, wherever they found a group of children, the storytellers would set up shop. While one person told the story, the other drew pictures of the action in the story. Afterward, the pictures were given to the boys and girls to take home. Whenever they could, like pied pipers, the storytellers would lead their bands of children back to the Hut to watch filmstrips or movies in the room with signs on the wall "Books *Are* Fun!" and "Be All You Can Be, READ!"

Avon Book Editor Bob Wyatt remarked that he found it difficult to conceive that so many activities can go on in two small rooms—often at the same time. "You'd be surprised how well it works," Ronald Simmons said. "The kids are accustomed to noise. Actually, it often helps. One of our experiments involves teaching them how to read to music with a very strong pop beat—and it's working. Besides, we want to get as many things going in the same room at the same time as we can. We want to bombard these kids with a sense of life."

It was lunch time now. "I wish I could take you to a nice restaurant," Harriett Brown said. "There just aren't any in Ocean Hill-Brownsville. By far the best places to eat are the school cafeterias."

A few minutes later the editors were inside IS 271, on their way to the teachers' lunchroom. Mrs. Brown said, her eyes twinkling, "This is the place—the famous or infamous 271!" For it was here that the parents of Ocean Hill-Brownsville had first put up the human blockade to keep unsympathetic teachers from entering the building. Here, for days on end during last year's strike, were the riot police, the newsmen and the television cameras.

Children's book author and Parents' Magazine Press Editor Alvin Tresselt commented how calm the schools were now. The editors had observed no policemen in or around the schools during the morning visits. Mrs. Brown said that the same was true of all the Ocean Hill-Brownsville schools. Attendants at the entrances of the schools were volunteer parents, paraprofessionals, persons from the local community. This was a contrast, observed another editor, to some schools in other districts of New York City, where police are stationed at entrances and exits and inside the school corridors.

Alvin Tresselt added that he was also impresed by the youth of the teachers and by their wide racial mix—teachers in Afro attire, others in gray flannel suits; black teachers of separatist persuasion and black teachers who see things otherwise; white teachers with long hair and beards, and white teachers with short hair and clean-shaven faces.

Paraprofessional Ronald Simmins, who joined the luncheon

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UNESCO REPORT URGES LANGUAGE SLURS BE DROPPED

Panel Finds Terms Like "Native," "Tribe," "Race" Objectionable

In an effort to combat prejudice, a group of United Nations experts urges that some widely used terms be re-evaluated for racist overtones. As currently used, the U.N. study group contends, numerous expressions do carry racist implications. Such words as "backward," "pagan," and "native" have come to be derogatory and often convey a negative sense, even when the user may not consciously intend them to.

Meeting in Paris under the auspices of UNESCO, a ten-man committee has issued a report on racism in language that is directed particularly to teachers, authors, textbook publishers, and professionals in the mass media. The report urges prudence and precision in the choice of terms used to describe people of differing ethnic, religious, or other groups, especially formerly colonized peoples.

Words like "primitive," "tribe," "underdeveloped," "race," "savage," "colored," the report stresses, "are so charged with emotive potential that their use, with or without pejorative intent . . . generally provokes an adverse reaction."

Many such terms became part of the everyday language of the colonizing nations, and because of this colonialist origin they "carry overtones of racial superiority . . . could implant the seeds of racialism [and] in any event, offend the susceptibilities of peoples who were once colonized."

The report concedes that it would be hard to dispense entirely with terms such as "race" or "tribe." It recommends that "race" be used with particular care, since its scientific validity is debatable and it often serves to perpetuate prejudice. The word "tribe," the experts suggest, should be used sparingly, since most of the groups referred to by this term have long since ceased to be tribes or are losing their tribal character.

Mr. A. Babs Fafunwa, of Nigeria, whose speech given in Paris supplied much of the substance for UNESCO's official report, remarked feelingly in connection with the word "tribe": "How an ethnic group with two or ten million people in East or West Africa, with a parliamentary government, can be described as a 'tribe' and not the Irish, the Scots, the Welsh, the French, or the English, still baffles the non-European."

As long-range measures to combat prejudice and racial discrimination in the communications fields, UNESCO proposes:

- Regional or international conferences of authors and publishers for the improvement of textbooks, journals, magazines, and other teaching and information materials;
- Encouragement to learned societies in the areas of history, geography, civics, anthropology, and sociology to devote a part of their conference programs to a discussion of bias in text materials;
- A conference of religious leaders—Christian, Moslem, Buddhist, Bahai, etc.—to discuss the religious aspects of prejudice.

NOTE: Copies of the comprehensive "Report on a Meeting of Experts on Educational Methods Designed to Combat Racial Prejudice" can be obtained on request from the UNESCO Liaison Office, United Nations, New York, N.Y.

Critics Respond to "Soul Brothers and Sister Lou"

by Rosa Lee Nash

Reviewers across the nation reacted with enthusiasm to Kristin Hunter's book, *The Soul Brothers and Sister Lou.* Miss Hunter's book for teenagers was last year's winning 12 to 16 age entry in the annual competition sponsored by the Council on Interracial Books for Children. Published by Charles Scribner's Sons, it is now in its second printing, and the paperback edition is to be published by Avon Books in October.

The book was praised for telling it like it is in the black ghettos of the North and for the author's sensitive revelations of the pain and joys in a young girl's growing up. Marion Simon, reviewing the book for the *National Observor,* said that "Every young teen snuggling into fresh pajamas in a private bed in a private bedroom in a very private house on a quiet suburban tree-lined street should read *The Soul Brothers and Sister Lou.*"

Reviewers for *Saturday Review* wrote:

"Actually, the plot is of less importance than the depiction in the book of the maturing of a young girl who learns to appreciate her racial heritage during those difficult years when self-acceptance and self-identity are problems of adolescents."

For the reader who is not familiar with the harsh realities of life in the ghetto, the book carries a high degree of credibility. *The Chicago Tribune's* review stated: ". . . taut, fast moving, absorbing and believable as it probes with honest realism the problems of a wide range of unforgettable characters." Susan O'Neal, of the New York Public Library, reviewing the book for the *Library Journal,* phrased it differently: "The language, music, family relationships, joys and problems will be familiar to many readers from the ghetto and will give others insight through the sympathetic and believable characterization of Lou." Other accolades include: "This powerful book deserves wide reading."—*Washington Post.* "A vivid portrayal of what it means to be a Negro living in an urban ghetto." —*Bridgeport Post.* ". . . there is real joy in the book, Lou's joy in finding out who she is and what really matters."—*Read.*

Aspects of the story which aroused controversial responses among a few reviewers involve an encounter with the police and the fatal shooting of a black boy. Disillusioned, Lou turns toward militancy for support. But at a stomping, shouting funeral, Lou discovers the true meaning of soul to which she and her friends give expression in musical lament for their dead friend. According to the *Kirkus Service*: "The story could end here and perhaps should." This is one of 4 negative critical remarks expressed in 21 otherwise positive reviews which have thus far come to our attention.

But the story does not end here. Lou and her friends become successful recording artists. Overnight the boys become very different people. Militancy dissolves. Success solves their problems, about which *Kirkus* said: "The quick success of Lou and three of the boys as a singing group . . . is no more than an appendage that allows for a few extra ironies." The *Saturday Review,* in an otherwise glowing tribute, thought the ending "too pat for a book that is honest, convincing and incisive." And *Commonweal* concurred: "Unfortunately the ending undercuts the admirable frankness of the book."

Jacket design of Avon's forthcoming paperback of *The Soul Brothers and Sister Lou*

Susan O'Neal, however, whose overall review was positive, is critical of the manner in which militancy was dealt with: "Unfortunately, militancy is unpersuasively made to seem the result of personal failure, merely a stage to be passed through, and militants are portrayed in superficial terms which reinforce fears aroused by the mass media: girls wear Afros and 'huge earrings swinging like knives,' men are 'hairy figures,' the friend's death is not regretted by Fess who thinks it beneficial to the movement. Though militancy plays a large part in the story, it is a fictional fragmentation, far from a complete presentation of the philosophy or the motivations of its adherents. Such a flaw is especially regrettable since this is one of the few juvenile books attempting to present the culture of the ghetto rather than merely its economic impoverishment." Granted the validity of the negative interpretation which may be given to these comments by some readers, what must not be overlooked is the fact that these comments are contained in reviews which are all, nevertheless, of a positive nature.

About the Author

ROSA LEE NASH is a teacher of speech communication in the elementary New York City public schools. She is completing her doctorate in communications at Yeshiva University. Miss Nash is Co-Chairman and Secretary of the Council on Interracial Books for Children.

Bilingual Programs Offer Hope To Nation's Second Minority

by Margaret Davidson

Before a child can learn to read in English he must be able to speak English. This is a simple, almost meaningless fact — to everyone except Spanish-speaking parents who too often must watch their children struggle and stumble and fail their way through the U.S. school system.

In five states alone—Arizona, California, Colorado, New Mexico and Texas — there are more than 5.5 million Spanish-speaking people. This figure is swelled each year by immigration from Mexico. Add to that the other Spanish-speaking people — Cuban, Puerto Rican, Central and South American, and Spanish — who live in Florida and the industrial cities of the Northeast and Midwest, and the United States has a very substantial and too often forgotten second minority group (over 7 million people).

Peoples from so many lands bring to the United States vast cultural heritages of their own. But what happens then? Armando Rodriguez, chief of the U.S. Office of Education's Mexican-American Affairs Unit, remembers his own introduction to the American way of life. "I was nine years old when we settled in San Diego in an extremely poor but well integrated community of Mexican-Americans, Negroes, and poor Anglos," he writes. "The trouble was in school. I knew only a dozen words of English, so I just sat around the first few weeks not understanding a thing. I was not allowed to speak Spanish in class."

Of course, a child does not have to be very subtle to soon sense that his native tongue is considered a second-class language, that he had best forget it, pretend it never existed. To make matters worse, the overzealous teacher often changes her pupils' very name. "You are Michael now," she says sweetly, "not Miguel." So even his name is second-class.

"To make the situation even more ridiculous," Rodriguez continues, "these children are often asked to take Spanish as a foreign language later in school."

So these children who are surrounded by the richness of two languages and two cultures all too often are forced to grow up semi-illiterate in both. Of course, they manage to pick up a smattering of English on the streets and playgrounds. But a smattering is not enough for any kind of success in school. One failure follows another in a downward spiral until the day of the inevitable conference with the guidance teacher who in turn must say, willingly or unwillingly, "Forget your dreams of going to college. Forget about becoming a doctor or an astronaut or a teacher. There's your future over there — as a domestic or a farmhand or a stoop laborer. That's the picture."

What's being done to change this? Too often little or nothing. In many places, efforts to right this deep cultural wrong are limited to an occasional Mexican Week or Puerto Rican Day, or to a motley collection of books on a shelf in the corner of the library labeled "Books in Spanish."

But in a few scattered areas more meaningful programs are being developed. San Diego, San Antonio, Ann Arbor, New York City—in certain schools in these towns one of the answers is the bilingual class.

The various bilingual programs differ in detail. But the main thrust is the same—with special effort, techniques, and teachers, to teach children to communicate effectively, and equally important, to develop a pride in themselves and their own backgrounds.

The program begins in kindergarten or, in places that lack a kindergarten, in the first grade. Oral language is heavily emphasized from the beginning. Spanish and English are used interchangeably. The teacher drifts from one language to another, seemingly at random. The children, with perfect ease and confidence, language-hop after her. A deep enrichment in both languages — and both cultures — naturally follows.

These children almost always conceptualize and think — however badly — in Spanish. So Spanish is used exclusively for reading and writing. A basic assumption of the program is that by the time the child reaches about the third-grade level he will be ready to switch to reading and writing in English. From now on he is truly bilingual, a citizen of two cultures.

How are the bilingual programs working? Most are too new to have gathered conclusive evidence. But the program in San Antonio, Texas, has been running for three years in nine schools. The first group of youngsters are now at third-grade level. All are equaling the national norms in reading. Some are even achieving fifth-grade level. This is particularly interesting because traditionally, Mexican-American boys and girls in southern Texas have lagged at least a year behind national norms.

And an observer in a bilingual class at P.S. 155, a grade school in the black and Puerto Rican ghetto of Ocean Hill-Brownsville, Brooklyn, noticed that the children seemed confident, absorbed, happy. Their attention spans were much longer than the average suburban child's. Very few seemed lost in daydreams, or locked up inside themselves.

When told of these impressions, Louis Fuentes, the Puerto Rican principal of P.S. 155, smiled proudly. "Yes," he answered, "it is true. You'll find no cultural wallflowers here."

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Information Clearing House

A "Soul Quiz" pamphlet on *Famous Black Americans* is available free, in any quantity, from the Foundation for Change, Inc., 1619 Broadway, New York, N. Y. 10019. It has valuable information yet is compact enough to use in the mailing of any organization.

Of interest to proponents of bilingual education: the Treaty of Guadalupe, by which the U.S. took the Southwest from Mexico in 1848, guaranteed bilingual schooling to all Mexicans who became U.S. citizens as a result of the land transfer.

The Black America Workshop of the Bergamo Center in Dayton, Ohio, publishes an excellent bulletin, gratis, listing news of books and A/V materials for teachers of Black History. The Bergamo Center address is 4100 Patterson Road, Dayton, Ohio 45430.

Natachee Scott Momaday, mother of Pulitzer Prize-winner N. Scott Momaday, and author of *Owl in the Cedar Tree* (Ginn), is currently writing a biography of a teenage American Indian girl.

A handsome calendar featuring Afro-American history is available for $1 from Buckminster Enterprises, 160-08 Jamaica Avenue, Jamaica, N. Y. 11432.

Dial Press offers free reproductions of illustrations by Tom Feelings, suitable for framing, from Julius Lester's *To Be a Slave*. Also, reproductions of the Allan Cober illustrations from *The Fire Plume: Legends of the American Indian*, edited by John Bierhorst. Free bookmarks are also available for both books. Send self-addressed, stamped envelope to Dial Press, 750 Third Ave., New York, N.Y. 10017.

Games and recipes derived from many cultures, abroad and in this country, is the theme of a booklet currently being compiled by the American Friends Service Committee. Mary Esther McWhirter, Director of the AFSC Children's Program, is searching for favorite games of American Indians and Mexican Americans and other cultural groups. She has some from Appalachia but needs more from all sources. If you can help, write to her at 160 North Fifteenth Street, Philadelphia, Pennsylvania 19102.

"What is Black and White and Read All Over" is the title of a talk given by our Executive Committee member Dorothy Sterling at last November's convention of the National Council of Teachers of English. Part of a panel discussion on Negro literature in secondary education, it includes a checklist of books for use in courses on black culture. The talk and checklist will be published in the September 1969 issue of the *English Journal*. Free reprints will be available about December from School and Library Promotion Department, Doubleday & Co., Garden City, L.I., N.Y. 11530.

Projecto Leer (*Project Read* in Spanish) provides sources of reading materials for the 5 to 9 million Spanish-speaking residents of the United States. It is a bibliographic service, to identify and obtain copies of Spanish books for review by experts, and to compile and issue quarterly lists of new selections as well as annual lists of selected titles and editions. The quarterly *Proyecto LEER Bulletin*, which is distributed free to interested parties, lists some 200 titles in each issue, with annotation and retail price. Titles are listed only after large quantities are available in the United States for purchase by schools and libraries. For more information on selection and bibliographic services, including the *Proyecto LEER Bulletin*, write to Miss Martha Tome, Director, Proyecto LEER, La Casita, Pan American Union, Washington, D.C. 20006.

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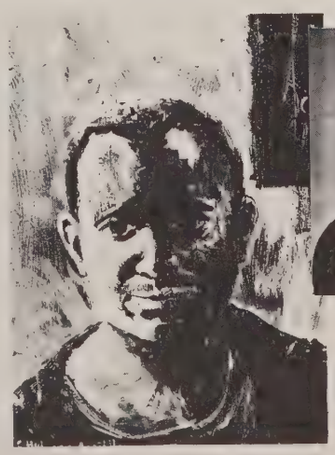
Art Directors, Take Note

Interracial Books is proud to present more of the work of Afro American Illustrators who have enriched children's literature. We shall in succeeding issues bring to the attention of art directors the graphic creations of many other outstanding artists who represent various ethnic groups.

ROBERT CARTER is currently teaching at Nassau Community College in Garden City, New York. He has served as a scenic artist for WHAS (a filiate of C.B.S.) and has done free-lance magazine illustration.



ALVIN HOLLINGSWORTH teaches at the High School of Art and Design. **I Like the Googenheim,** the first children's book that Mr. Hollingsworth has both written and illustrated, will be published in Spring, 1970 by Reilly & Lee.

Nancy Bloch Award Presented to Author-Illustrator Team; News of Other Awards

At a reception held at the Downtown Community School June 16, this year's Nancy Bloch Memorial Award was presented to Julius Lester for *To Be a Slave* (Dial) and to the book's illustrator, Tom Feelings. Downtown Community School, 235 East 11th Street—with the highest proportion of minority group enrollment of any private school in New York City—has been giving the Nancy Bloch interracial award for the past 10 years. Lester's *To Be a Slave* was also runner-up for the 1969 Newbery Medal.

Another recent contest of interest to our readers is the Gold Medal Award in non-fiction, awarded to William L. Katz for *Eyewitness: The Negro in American History* (Pitman). Given by the National Conference of Christians and Jews, this was the first textbook ever to receive the award.

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Art Directors, Take Note

ROBERT LOUIS JEFFERSON studied painting and drawing at the **Academie de la Grande Chaumiere.** He has illustrated a number of books for children, including **The Galloping Ghost and Other Stories, Little Thunder** and **Go to It, You Dutchman.**

LEO CARTY is now illustrating his first book for children, **Where Does the Day Go?** by Walter Myers. Mr. Myers' book won first place in the 1968 Council on Interracial Books for Children contest in the age category 3 to 6 years. The book will be published by Parents' Magazine Press Fall 1969.

ELZIA MOON is Senior Principal Illustrator, Office of the Mayor, New York City. Among the titles that he has illustrated for children are **Fist Against the Night** and **Some Things that Glitter.**

LEE JACK MORTON is a graduate of Wayne State University and the Detroit Society of Arts and Crafts. His first book for children, **A Birthday Present for Katheryn Kenyatta,** will be published in September 1969 by McGraw-Hill.

ORASTON BROOKS-EL studied at Hunter College, School of Visual Arts and Pratt Institute. His one venture to date into the field of illustrations for children is a film strip on the life of Booker T. Washington.

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Ocean Hill-Brownsville

party, said: "Many of the teachers here are idealistic Vista and Peace Corps returnees. Many are young teachers from other parts of the city who *asked* for reassignment to our district."

Questioned about the racial composition of the teachers, Simmons answered that 30 per cent of the teachers are non-white; 70 per cent are white.

It was also at IS 271 that, four years ago, the first groups of concerned parents met. Prior to World War II, the area had been Jewish and then Italian; now it had become almost entirely black and Puerto Rican. At this time the schools were part of a much larger district that included Brooklyn's Brownsville and Bedford Stuyvesant areas. The first step toward improvement was to change the area's name, to dissociate it from the crime-ridden reputation of Bedford Stuyvesant. Ocean Hill was an arbitrary choice, but respectable. The original group of 30 parents, ministers and community workers grew. Two years of meetings with officials of the Board of Education brought only promises, and the group sought help elsewhere. The Ford Foundation involvement with $40,000 to form the schools into a decentralization experiment came in August, 1967. Rhody McCoy was chosen District Supervisor in September, and Ocean Hill-Brownsville became an official school district.

"Just Tell It Like It Is"

After lunch, the editors gathered again at the Atlantic Plaza Towers, in a small conference room adjoining Mr. McCoy's office. As they took their seats, New American Library Editor Jim Trupin was making this observation: "All morning I haven't heard a phrase I usually hear in schools. *Nobody* has once said: 'That's not the function of the school.'"

A door opened, and a middle-aged, middle-sized man slipped into the room, a pipe in hand. Harriett Brown introduced District Supervisor Rhody McCoy. A new dialogue began.

"So many white people have been illustrating interracial books for children," began Lillian McClintock, Consulting Editor at McGraw-Hill. "Wouldn't these books really be better handled by blacks?"

Mr. McCoy smiled. "I'll admit I'm ambivalent," he answered. "But we've got to face the fact that plenty of whites are sensitive, good illustrators. And some blacks aren't. I *do* think it would be wise to check a book's credibility in a black area before publishing it, however."

One of the editors took up Mr. McCoy's suggestion. "Would it be possible," asked Editor Eunice Holsaert of Hawthorn Books, "for us to submit manuscripts to you when we receive them on black and Puerto Rican themes?"

Mr. McCoy said that the persons who could best evaluate manuscripts would be Harriett Brown and her staff, and when Mrs. Brown said that she would be glad to check out manuscripts sent to her, the editors were enthusiastic.

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Letters to The Editor.

Publishers, Please Help

I am teaching 3rd grade in a poor, rural segregated school in South Carolina. There are no supplies available at all. Every textbook we are given is orientated to white, middle class children. My pupils cannot understand these books, and they should not have to.

Can you offer me any suggestions or material that might be of some help. The situation is quite desperate. Anything that I purchase, is with my own money, therefore I am limited in the amount I can spend.

Thank you for any help you can give me.

The editors deliberately omitted the signature to the above letter, out of concern that school authorities and townspeople might take reprisals against the writer. We receive numerous letters from the South, with the same desperate call for books. Publishers, please take note: the Council will channel books or offers of books at reduced rates to the writers of this and similar letters.— Editor

Help!

Honestly, all I can say is HELP. . . . My daughter is aware of her nationality as well as her immediate ethnic background since my husband was Negro and I am Caucasian. However, I find that I am as unaware as the next American when it comes to factual Negro history and I feel I do need help not only for myself but also for my daughter to allow her to achieve the pride in her ancestors which so rightfully belongs to her as well as to others.

Mrs. Kay F. Coleman
Phoenix, Ariz.

. . . It is essential to encourage black writers today if old imbalances in U.S. publishing are to be corrected. True, black Americans are only one of our minority groups, and racially distorted books are only one part of the larger racial problem. Yet improvement in this field — I mean more honest, informative, sensitive books — will soon filter into our national life with only good resulting for all. I note that you now limit your book competition to black authors but am sure no noxious exclusivity is intended — and judging from your first novel award . . . no lowering of standards, literary or other.

Mrs. E. Rice
Highspire, Pa.

Overseas

. . . A debate is now going on about the picture of the Negro child in Swedish children's books . . . I would appreciate it very much if, through sending me regularly your quarterly newsletter and other material within the children's book field, you could keep me informed as to developments.

Mary Orvig
Head
The Swedish Institute for Children's Books
Stockholm

Dr. Dolittle, Pro and Con

. . . As a teacher of children's literature, I have decried that series for years. Now, at last, there appears a close analysis of it *in print!* Congratulations to you for printing it and to her [Isabelle Suhl] for writing it.

Grayce Scholt
Flint Community Junior College
Flint, Mich.

. . . While I am fully aware of the rightness of all the data and contention in "The Real Doctor Dolittle" and other such articles, and I know it will be necessary to bring pressure to bear on these outrages in our literature and history books, I still feel most strongly that the space and emphasis given "Negro Artists Acclaimed" . . . has a greater vitality. We must *acclaim* — oh yes, I know declaiming is a valid ingredient of revolution—but even more we must ACCLAIM . . . The black poets and artists and scientists and legislators must be recognized for what they are doing *now*. There should rise up a top-ranking Nego publishing house for this very purpose. And I think the day is not far off when this will be.

Eunice Smith
Mishawaka,, Ind.

. . . I believe your article attacking the story of Dr. Dolittle will do nothing but hurt your cause. As a school librarian, I would like to say I have never known a child to be the least bit aware of *any* racial overtones.

Unsigned
Atlanta, Ga.

. . . When I first read this book years ago I was completely uncritical of the stereotyped presentation and supposed only that this . . . was essentially a true picture of Africans. At that time I was unacquainted with any black people—also completely unaware of the effect such a book would have upon them. So —black and white—we were all cheated or hurt.

Gertrude H. Overton
Pontiac, Mich.

Useful

. . . Your publication is an invaluable aid in my preparation for classes in literature for children. I heartily approve of the expanded format.

Donald W. Protheroe
Assistant Professor
The Pennsylvania State University
University Park, Pa.

Reprint of Bulletin Illustration

. . . The illustrations can be taken from our copy of the magazine without difficulty and they will be a welcome addition to the next issue of *Negro American Literature Forum*. Thanking you for the permission . . .

John F. Bayliss
Editor
Indiana State University
Terre Haute, Ind.

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Ocean Hill-Brownsville

A question asked more and more often was expressed by Editorial Coordinator of Garrard Publishing Co., Eve Tulipan. "How much stark realism should we be putting into children's books?" she wanted to know.

Harriett Brown said, "Just tell it like it is. Don't you see, our children *must* be able to see their lives portrayed in books — with utter realism. They must be able to read that other children have lived with garbage, violence, and narcotics—and survived!"

This might be fine for older boys and girls, another editor suggested, but what about the little ones? How much does this theory of stark realism hold true for them?

"Until very recently I would have said No, protect youngsters for a while," answered Mrs. Brown. "But we can't protect anymore. Even very young children—youngsters of three, four, five—see what's happening today on television. Violence, racism, drugs, war—we can't pretend it's not going on. The youngest children are asking some pretty stiff questions these days. Questions like 'Am I black? Is that bad?' Well, sometimes parents and teachers are just too emotionally involved to cope with these questions. Books are the answer. Children believe in them. Books fill the void."

Youngsters discover their heritage

"At the same time, shouldn't we have books with positive images, too?" questioned Macmillan's Juvenile Marketing Director Janet Schulman.

"Indeed, yes," said Mrs. Brown. "Every ghetto has its islands, and books should discover these islands of hope, in addition to the violence surrounding them. Then the children can find the islands for themselves."

Rhody McCoy had been leaning back in his chair, listening. Now he broke in. "But spare us those happy-ending books. They give false hope to our kids. You tell them if they're good they can grow up and go to college or whatever the American dream is. Our children *see* their older brothers and sisters dead-end in the streets. It's as simple as this: if some very basic American institutions don't change, our children won't have happy endings."

The "Happy Slave Bit"

Then Mr. McCoy brought up an experience he had had only that morning with the representative of a textbook publisher. The methodology of the book the man had been selling had been really imaginative and first-rate. But the content . . . McCoy shook his head. The book had absolutely no relevance to the lives of the Ocean Hill-Brownsville children. The book could have been about men from Mars, he stated, for all the good it would do the children in his district.

"And mind you," McCoy commented, "this was a good textbook. Too many of these books still haven't got past the happy slave bit."

"Oh, surely we have got past *that*," exclaimed children's book author and Scholastic Books Services Editor Lilian Moore. Someone pointed to the wide gulf between textbooks and trade books, and it was agreed by most of the editors that whereas publishers of trade books are beginning to catch up with the times, textbook publishers still have far to go. At least, it was pointed out, trade books have gone beyond the superficial coloring in of faces to make them appear interracial. Textbooks, though they are beginning to depict ethnic minorities and inner-city life with some sense of realism, said one editor, are just emerging from the "coloring book" stage. Meanwhile, more and more teachers are abandoning the old-fashioned Dick and Jane texts in preference to the more current and relevant trade books.

Miriam Cohen, Educational Consultant at Doubleday, said she thought publishers could do much, much more than they are to build up the images of ethnic minorities. She cautioned that editors who are developing lists of relevant books not be misled into assuming that other publishers possess the same awareness. A debate on how far publishers have advanced in this regard was cut short by Harriett Brown's comment:

"If there are 20 good ethnic books, we need 200. If there are 200, we need 2,000."

The conversation veered to the inordinate time it takes for a published book to reach the library shelves of any New York City public school, and this led to a discussion of the facts of bureaucratic life in all strongly centralized school systems.

"You will understand why we are fighting so desperately for community control of schools," said Mr. McCoy, and he added, "When that comes, publishers will benefit, too."

The Most Popular Books

It was nearly three o'clock, and the editors were past due at another meeting in nearby P.S. 55. There — in the large basement library with wall mountings of African masks glowing brilliantly in acrylic colors—the editors met with the district librarians, assistant librarians, and some of the curriculum task force personnel.

"What are the most popular books at Ocean Hill-Brownsville?" was the first question the editors posed.

The librarians singled out *Sam*, by Ann Herbert Scott (McGraw-Hill) as a great favorite in the schools. The illustrations by Symeon Shimin of the black family members fascinate the children, they said. Other favorites are the Ezra Jack Keats' books *Snowy Day* and *Whistle for Willie* (Viking) and Ann Grifalconi's *City Rhythms* (Bobbs-Merrill).

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Nancy Bloch Award

Virginia Hamilton, who last year won the Nancy Bloch Memorial Award for her first book *Zeely* (Macmillan), has been awarded an Edgar for the best juvenile mystery of 1968 from the Mystery Writers of America for her second book, *The House of Dies Drear* (Macmillan). Runner-up for this award was Frank Bonham's *Mystery of the Fat Cat* (Dutton).

The version of an African folktale by Elphinstone Dayrell, *Why the Sun and the Moon Live in the Sky* (Houghton, Mifflin) was a runner-up for the 1969 Caldecott Medal.

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Information

A *Psychology Today* 17" x 22" poster showing how it is to be black in a world where "white is right" is available for $2. Write for "White Man's World" to CRM, Inc., Poster Division, Del Far, California 92014.

A comprehensive list of "Scholarships Offered to Black Students" is available gratis from Community Services, Reader Development Program, Free Library of Philadelphia, 326 North 23rd Street, Philadelphia, Pennsylvania 19103.

BEQUEST TO COUNCIL

As we go to press, a letter has arrived announcing that a writer of children's books and her husband, a retired school teacher (they wish to remain nameless) have revised their wills to provide for a most generous bequest to the Council on Interracial Books for Children, Inc.

We deeply appreciate the far-sighted generosity of this couple, who have told us in a very practical way that they want to help our work to go on as long as it may be useful to children. As a result of our country's racist past—and present—there will be work for this Council to do for a long time. Years of steady activity will be needed before publishers provide an adequate, balanced offering of books that grow out of the lives of America's ethnic minorities.

We hope the example of these two benefactors will inspire others to make provision in their wills for bequests to the Council. Our treasurer, Stanley Faulkner, is an attorney. He will be glad to suggest suitable terminology for use in making bequests of whatever size to this tax-exempt organization.

New Books by Council Members

Milton Meltzer's book, *Langston Hughes. A Biography* (published by Thomas Y. Crowell), was especially honored by being nominated for an award in the new Children's Literature category of the National Book Awards.

Frederick Douglass Fights for Freedom, a new biography written for younger readers by Margaret Davidson, was published this year by Scholastic Book Services.

Four Winds Press has just issued a new picture book by Ann McGovern, which celebrates in poetic words and pictures the single thought: *Black Is Beautiful.*

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Ocean Hill-Brownsville

For the intermediate grades (the Oceán Hill-Brownsville schools do not go beyond the eighth grade), favorites are Frank Bonham's *Durango Street* (Dutton), Kristin Hunter's *The Soul Brothers and Sister Lou* (Scribner's), Lorenz Graham's *North Town* (Crowell), and Philip Durham's *Adventures of the Negro Cowboys* (Dodd, Mead).

"The Puerto Rican children have the same need for books about their lives and the problems they face in the city," remarked another librarian. All agreed that two of the most popular books with the younger Puerto Rican readers in the district are Sue Felt's *Rösa-Too-Little* and *Barto Takes the Subway* (Knopf). Favorites among the intermediate graders are Susan Thaler's *Rosaria* (McKay), Charlotte Mayerson's *Two Blocks Apart* (Harcourt, Brace & World), and Yetta Speevack's *Spider Plant* (Atheneum).

In addition, it was stated that Puerto Ricans want books about their own heritage, history, legends, and folk tales. And because there is so much experimentation in bilingual classes in the district, they need books with both Spanish and English in the same text—but, as several librarians pointed out, it must be Western Hemisphere Spanish. One suggestion for Spanish American youngsters was an elementary text in Spanish that gradually introduces English words and phrases and ends up almost completely in English. Possibly, it was pointed out, this could be used as a double-ended book—children proficient in English would read the chapters in reverse order as part of a program in learning Spanish.

Another librarian stated that in the non-fiction area, especially on the younger levels, almost nothing is available about such urban realities as drugs, welfare, sanitation, police-community interaction. "And for heaven's sake, we don't mean books like 'Meet Your Friendly Policeman,' or 'The Happy Garbage Collector' kind of thing," one librarian snapped.

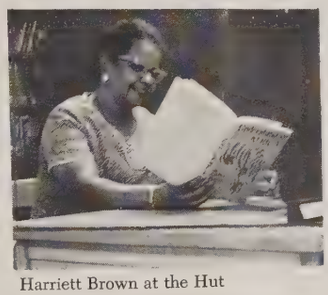
Said still another librarian: "A third grade teacher came to me the other day. She wanted a book on drugs to read to her class. We didn't have any—not a one. We have several good U.S. Public Health Service pamphlets for the older kids, but the government, and I assume, the publishers seem to feel that the problem doesn't exist for little ones. Well, it does. It exists here, and it exists in the suburbs. Let children learn and read about drugs as a fact of life early enough, and drugs won't hold the lure they do now when the children are older."

A related suggestion was made that if publishers are willing to take on such topics for very young children, the books should be left open-ended—all sides of the problem presented and discussed—but the conclusion left up in the air for the child to deduce for himself.

A highly popular book at Ocean Hill-Brownsville, the editors were told, is A. Lamorisse's *The Red Balloon* (Doubleday), both for the universal enchantment of its story and for its realistic photographs. H. A. Rey's *Curious George* (Houghton Mifflin) is another perennial favorite among the younger children. On the other hand, the librarians said, the Ocean Hill-Brownsville children have no patience for the completely middle-class, Anglo-Saxon books like *Charlotte's Web* and *Stuart Little*. "These books simply do not move from our shelves," they added.

Adult Books Adapted

"The slow readers naturally want to read what their peers are reading," said a librarian. Their peers are reading about Malcolm X and Julius Lester and Eldridge Cleaver. "They feel only shame when I have to lead them to a shelf of 'kid stuff' picture books, because those are the only books they can handle." An editor suggested that this is an area the publishers are covering with the "high interest/low



Harriett Brown at the Hut

level" books with advanced subject matter and concepts, illustrated for older readers, yet written on a simplified second, third, or fourth grade word level.

Wide Gulf Between Trade and Text Books

A solution the editors and librarians also discussed was the simplified adaptation of popular adult books. Until very recently, it was pointed out, professional book people scorned easy-reading versions of any book. But if the reactions of the professionals meeting at Ocean Hill-Brownsville that afternoon are indicative, there has been a radical change in attitude, for everyone agreed that easy-reading adaptations of books that the boys and girls are already intensely motivated to read would be of inestimable value — adaptations of books such as *Malcolm X*, Warren Miller's *Cool World*, Piri Thomas' *Down These Mean Streets*, and Claude Brown's *Manchild in the Promised Land*.

"Many of the boys and girls of Ocean Hill, in their search for their own identities," said the librarian of P.S. 55, "borrow esteem from fantasies of being doctors, scientists, great athletes or astronauts, in order to tolerate a bleak present." She added that books are being published about Afro-Americans and Puerto Ricans who have broken into glamorous fields, but many more are desperately needed. She took as an example *Jim Brown, the Running Back*, by Larry Klein (Putnam). Her library has five copies of this book, and she observed that it is considered a very hard book for most of the students to read. But, she said, she can't keep copies on the shelf.

A request was made that the librarians indicate which of the lesser-known historic black and Puerto Rican heroes receive the most requests from the Ocean Hill-Brownsville students. The following is a list of the names most frequently asked for: Black — Benjamin Banneker, Crispus Attucks, Phillis Wheatley, Onesimus, James Lafayette, Peter Salem, Lucy Terry, Charles Drew; Puerto Rican — the rebel Alvizu Campos, the poet Jose de Diego, and the philosopher Eugenio Maria de Hostos.

The librarians said that students request biographies of the following contemporary politicians, entertainers, artists, and sports figures: Dick Gregory, Adam Clayton Powell, Huey P. Newton; Sidney Poitier, James Brown; Tom Feelings, James Baldwin; Mohammud Ali.

"What about biographies of people who are not famous at all?" another librarian suggested. "Persons who were born in a ghetto like Ocean Hill and who got out to become teachers or doctors or something a little more *possible* for most kids. And what about biographies of people known or unknown who came back to work in the ghetto? Aren't they heroes, too?"

Middle-Class Objections To Today's Black Heroes

"Too often publishers reject subjects for biographies because of middle-class white prejudices," said still another librarian. She mentioned as examples of biographies that children's publishers shy away from (as contrasted to adult publishers) H. Rap Brown and Stokely Carmichael. "And what about Paul Robeson?" she asked. "A man way ahead of his time, ignored by the white middle-class today. He and the others I have mentioned are our kids' greatest heroes. You say you are writing books for our children. Are you?"

Mrs. Brown raised an interesting point. "Too many biographies," she noted, "dwell on a person's life *after* he's become successful. For our children the stress should be laid on *how* he got there."

Simple science books for younger children were still another expressed need. Mrs. Brown said that she was bothered by the fact that so many more purely imaginative tales now available are still, as she put it, "snow white." She hoped that publishers in the future would exploit more African and Carribean legends. Collections of this kind that are popular at Ocean Hill are Harold Courlander's *Anasi Tales* (Harcourt), *The Coconut Thieves*, edited by Catherine Fournier, (Scribner's) and *Tales From the Story Hat*, by Verna Aardema (Coward McCann), and Benjamin Elkins' *Why the Sun Was Late* (Parents').

A librarian from one of the two intermediate schools expressed the universal problem librarians face with teenage girls, who, although they can read any book they want, often refuse to read anything except fictionalized, romanticized love stories. Why not, she suggested, slip into these essentially lightweight but always popular books themes of more social value or confrontation with reality?

The Ocean Hill boys and girls are quite fond of poetry, the librarians noted, pointing to a number of good anthologies of black poets now in their libraries. The Langston Hughes' anthologies are all-time favorites, they said. Another popular anthology is Charlemae Rollins' *Famous American Negro Poets* (Dodd). But where, the librarians asked, are the integrated anthologies—black and white poets together, with talent as the only criterion? Harriett Brown stated that there was not one such book in any library in the district. And another librarian asked that Spanish American poets also be included in integrated anthologies.

Nationwide Symbol of Community Control

It was after five o'clock, and the day was drawing to a close. The editors who had come to Ocean Hill-Brownsville, to see for themselves this experimental demonstration school district, were the first representatives of the publishing profession to take such a step. It is possible that they will be one of the last. For as this article goes to press, news has come of the New York State legislature's "decentralization" bill. Ocean Hill-Brownsville's days are effectively numbered. Under the new legislation, Ocean Hill-Brownsville is to be incorporated into a larger district and the children are to be absorbed into a student population more than double their present number.

But as a demonstration in its own right, Ocean Hill-Brownsville has become the nationwide symbol of communities intent upon controlling the education of their children.

About the Authors

Margaret Davidson is the author of eight books for children, mostly biographical. Her next book *Helen Keller: A Biography for Younger Readers*, will be published in November by Scholastic Book Services. She is Associate Editor of the Council on Interracial Books for Children.

Bradford Chambers is Editor of the Background Books for Young People, the series published by Parents' Magazine Press. He is author of *Chronicles of Negro Protest* (Parents'). Mr. Chambers is Chairman of the Council on Interracial Books for Children.

AN OPEN LETTER TO OUR READERS

The Council's activities are expanding on many fronts. The annual contest is about to enter its third year, and as reported in this issue of the bulletin the contest's scope has broadened dramatically. In addition, a special supplement of the bulletin, featuring lists of recommended interracial books, is now off the press and ready for mailing. Now a new need has been dramatized: to open up direct lines of communication between publishers and inner-city school districts, in ways described in our feature article on Ocean Hill-Brownsville.

To expand our activities the Council needs your support. If you have not yet contributed, act now. Use the coupon below. If you know of foundations, organizations and individuals in positions to financially support our work, let us know.

THE COUNCIL

BULK RATES

INTERRACIAL BOOKS FOR CHILDREN is available at the following reduced rates for bulk purchases:

25 copies	30¢ each	100 copies	15¢ each
50 copies	20¢ each	250 copies	10¢ each

Limited supplies of Vol. I, No. 1 and Nos. 2-3 are available. They may be purchased from the Council for $1 per copy. Copies of Vol. II, Nos. 2-3 are available for 50c per copy.

BOOK REVIEWS

by Ethel Richard

Frequently implied but seldom spelled out in book reviewing is the dynamics of "social consciousness" — the alertness in man to man's humanity. To be real, social consciousness is, or ought to be, manifest in all forms of communication, but especially it should be present wherever influences are subtle.

We all realize that the impact of a book on a reader cannot be judged fully or accurately, but that a reviewer can discover some general clues as to what that impact may be. First, he honestly considers his own emotional responses to the book under consideration. Second, he puts himself mentally in the place of its most troubled character (or characters). He may discuss the book with other people who regularly read and review. Finally, he may test the book on members of its intended audience for their reactions.

Other criteria are useful in judging books, to be sure, but they are secondary in appraising the emotional climate that a book will create in the individual reader. Factual accuracy is one such criterion. Yet how "accurate" is such a cold standard if the social atmosphere in the context of which the facts are exposed is not also recreated?

Many books produced today deal with themes of major concern for all of us. The authors evidence social concern and social consciousness. Yet some writers are too advanced for certain reader groups in our society; some are too obscure in how they say what they say; and some are too honest. Some reviewers miss the point, or are themselves unaware, or they fear to launch what may be mistaken as an attack instead of a goal for honesty.

Two titles on the 1968 juvenile book lists have aroused considerable comment. They are Jacob Lawrence's *Harriet and the Promised Land* (Simon & Schuster; $5.95) and Polly Greenberg's *Oh Lord, I Wish I Was a Buzzard* (Macmillan; $4.50). We all realize that a book should be evaluated on its own merits, yet these two titles have had the misfortune of being linked and compared.

The Lawrence book was on exhibit during the 1968 national convention of the Association for the Study of Negro Life and History. There it raised quite a stir, most of which was antagonistic.

Cover art of *Harriet and the Promised Land* (Simon & Schuster, $5.95).

The symmetry of text and illustration in *Harriet* is symphonic. This book is a landmark among juvenile titles dealing with black history. But in its art work it is so sophisticated that it hurts many black children who handle it. What is more, it hurts their parents. The hurt is expressed as resentment by black parents and as plain rejection by black children. The chief objection seems to center on the deathlike skulls or bony appearance of the heads, the agony of which is heightened by stark-white teeth. Another disliked feature is the grotesque shape or disproportionate size given to parts of the body, especially the hands. White characters in the book are represented by the same graphic treatment, yet even when this is pointed out, black reactions do not change.

These responses have been observed in readers from a community of some 85,000 people. About 40 per cent of the population is black, and mostly lower middle class. While the town is near New York City, its people show little appreciation of the art style used in *Harriet*, whereas New York City black people seem to like the book. One is reminded that there is still more hinterland than big city in our U.S.A.

Recommendations that must be made with reservations are unsatisfying. What *can* be done with the *Harriet* book? It belongs, I think, in a library's adult collection, so that parents will have a hand in its exposure to themselves and to their children. Also, teachers and others who work with children may profitably use the book once they have prepared their children to appreciate its art style. Our times reflect unevenness of tempers. A part of this is due to the absence of blacks in all aspects of American life. Mr. Lawrence's book can meet a need, but the person handing it out had better know his reader well. For this book expresses some of the pain of the black experience in America almost too eloquently. It is so well done that for the black child it recreates black experiences to the point of being intolerable. The book comes too close to him to accomplish its intent, and the black child's spirit is quickened to new depths of misery. Of course, the book can also add tinder to existing resentments, because it gives white children some false impressions—and for what seem to be exactly the same reasons. Young white readers also cannot appreciate the style of the art work. Perhaps to hide embarrassment, they laugh or raise questions in ways that their black peers just can't take, since the pain is for the blacks. Thus dialogue at the juvenile level is blocked.

To damn this book would be to act as a censor. But if one is aware and conscious of social responsibility, any book that is approved and permitted to reach out and harm the spirit or mind of even one child rests as a liability on the approver.

Greenberg's *Oh Lord, I Wish I Was a Buzzard* must have been difficult to illustrate. It has one picture that causes one to look closely and think twice. That one picture —and the text supports it—really expresses childhood's universal love

Illustration from *Oh Lord, I wish I was a Buzzard* (Macmillan, $4.50).

of a trick. But many readers react to it as to a stereotype. The art medium is seemingly a combination of tempera, water color, crayon, and pen and ink. Moderately stylized pictures evoke concern that beauty of field and people can be tied to misery of heat, grueling work, and small reward. The text is poetry. Based on a real person's childhood experience, it was used in mimeographed form in the 1965 Mississippi Head Start program. Mississippi children couldn't relate to middle class *Little Bear*. They did know of hound dog, buzzard, partridge, etc. Rather than knowing about birthday parties, they knew about work. This book tells of a rural-slum black child in the Delta, as *Jazz Man* tells of an urban black child. In many ways, Greenberg's book is a pioneering endeavor. It utilizes familiar vocabulary and setting and animals, and strives to incorporate all with empathy for the black child of the rural slum. Yet it tries to do so in a way that will be meaningful to the child who has never seen cotton. There is communication here, especially if a skillful adult is in on the reading.

The Greenberg book has been adversely criticized by the jump-on-the-bandwagon people. What really is disliked about it is its title. That a black child wishes to be a buzzard, a carrion-eater, is repugnant. The title and the one picture have branded this book as marginal.

To repeat, it is unfortunate that the Greenberg and Lawrence books have been compared, but since this has been the case, let us make a definite statement. More children love the Greenberg book than the Lawrence book. The experience in Greenberg is generally one generation removed for them. Lawrence's book brings experience of a distant past into their souls. We must educate them to appreciate Lawrence, surely, but we can only start where they are. And children aren't ready for him—not in large numbers. They are ready for, and so can take, Greenberg.

About the Author

ETHEL RICHARD is Coordinator of the Instructional Material Center, Intermediate School, East Orange, New Jersey. She also teaches children's literature at Newark State College.

Council on Interracial Books For Children, Inc.
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INDIAN BOOKS ATTACKED

Bibliography of Selected Children's Books About American Indians.

More than 200 books were read for the compilation of the Association's 63-book list. Approximately two out of every three books had to be rejected because of inaccurate, unrealistic, ethnocentric statements about Indians. All books included in the bibliography were read, reviewed, and recommended by American Indians. The list is only a preliminary version of a larger bibliography to be published in 1970 that will include titles selected from over 600 books considered.

The criteria used in selecting books for the current list were: (1) whether authors presented a realistic picture of American Indians without being patronizing, sentimental, and emotional; (2) whether authors gave an accurate and honest picture of Indian problems; (3) whether the authors of books about contemporary Indians were sensitive to the problems inherent in being Indian in the United States today.

It is the Association on American Indian Affair's hope—and a goal toward which we are working—that publishers will begin to be more selective in choosing books about Indians. In fact, it would be well worthwhile for editors to encourage and to aid American Indians in writing their own books about Indian history, culture, and life today.

At the very least, publishers should strive to have all books about American Indians read for accuracy and fairness by someone knowledgeable in the field. For until books, and particularly children's books, are made accurate and unprejudiced, no understanding of the American Indian can be had—and no true progress can be expected.

While it is certainly true that one of the larger objectives of the Association's bibliography is the American Indian child, it is also important that this list reach the white community. For, by and large, it is white ignorance and lack of interest in Indian existence that has caused many of the problems American Indians face today. Elementary school teachers tend to treat Indians, if they treat them at all, as a quaint but small group of people who were an anachronism 100 years ago and who today are hardly worth a second thought. Thus it is that this bibliography is directed towards white teachers, white students, and white school systems, just as surely as it is directed towards American Indians.

NOTE: Readers wishing to obtain the current A.A.I.A. list should write to the Association on American Indian Affairs, Inc., 432 Park Avenue South, New York, N. Y. 10016.

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Council Publishes Compendium of Recommended Book Lists

subscribers for 50¢ to cover postage and handling charges. The list is sent gratis to parents and students who request it.

The Council is preparing similar lists of recommended books relevant to Mexican Americans, American Indians, Puerto Ricans, and other ethnic minorities. Reports of the lists will appear in regular editions of the Council bulletin INTERRACIAL BOOKS FOR CHILDREN and in future special supplements to be sent to subscribers.

Council Sets in Motion Nationwide Membership

At the June meeting of the Council's Executive Board, plans were set in motion for the Council to become a national membership organization. Under the chairmanship of Khalleel Azar, a new membership committee will look into practical ways to unite parents, school librarians and teachers into an effective force to influence the publication and distribution of truly relevant books for children of all ethnic minorities.

The Council on Interracial Books for Children is entirely voluntary and consists of editors, authors and other persons involved in the publication of children's books. By broadening membership, the Council hopes to enlarge its base of support, in order to continue and to expand activities. Readers are requested to send suggestions on the membership drive to Mr. Khalleel Azar at the Council headquarters, 9 East 40th Street, New York,

The Center Forum

A Publication of the Center for Urban Education Vol. 3 No. 6 May 15, 1969

School Business II

Educational Audit: A Proposal

The landmark decision handed down by Judge Skelly Wright on June 19, 1967 in the *Hobson v Hansen* school case in the District of Columbia turned on statistical evidence that measured among other things, assignment of teachers, expenditures per pupil, distribution of books and supplies, utilization of homogeneous ability grouping methods, and utilization of classroom space. When related to the color of the population and the economic level of the neighborhoods where schools are located, the data used in these measures showed definite patterns of racial and economic discrimination.

While Washington schools might be worse than most in the country, the patterns of discrimination are fairly typical of city schools wherever. Therefore the statistical charts opposite this page — which have been adopted by the Washington board of education in its efforts to acquire information upon which to base a report to the United States District Court on how the board intends to proceed to implement the Wright decision — are suggested as the forms and content which lay parent groups and organizations might adopt, at least initially, in their effort to gain an accounting of the quality of education in the large cities.

Although many city school systems assert they do not have these data, it is very likely that they do. The intelligence needed to administer large school systems requires officials, particularly those overseeing school finances, to have such information. In most states, these data are considered public information by law and can be obtained through legal procedures if necessary.

The writers suggest that parent groups and those outside the official school administrations cannot hope to understand what is measureably happening to their children without access to these forms of information. There are, of course, other problems — such as teacher attitudes and absenteeism — other immeasurable factors to be considered, the results of which undoubtedly show up in the children. But any attack on the deteriorating educational systems in large American cities must begin from factual bases.

The calculations involved in the gathering, analysis, and presentation of such data require skills no more exact than those required to do grocery store arithmetic.

Julius Hobson and Tina Lower

Julius Hobson is a member of the District of Columbia board of education and the plaintiff in *Hobson v. Hansen (Forum* July 5, 1967). Tina Lower is chairman of the Washington Institute for Quality Education.

Educational Audit: A Comment

Much of the information requested in the Educational Audit is computational in nature, i.e., quantitative rather than qualitative. It may be assumed that some authorities on evaluation will raise their eyebrows regarding this type of data since it is essentially "off the shelf" and does not get at changes in learning or at the dynamics of school curriculum or organization. The latter point is recognized by Mr. Hobson and one can assume requests for additional information will be forthcoming. In any case, no purpose is served to criticize the type of information requested. On the contrary, if this is the data a school board member needs to help him evaluate the status of the system for which he shares responsibility, then it is vital data for his purposes and it must be provided forthwith.

We are clearly moving into an era when all persons associated with education will be held accountable for their decisions and their competence. (It is ironic that close school-community relations long extolled by educational theorists are beginning to evolve, but not in the rather one-sided way assumed by the professional educator.) As the movement toward community control gains in strength, a wide variety of mechanisms will evolve for public discussions of school goals and effectiveness. One of these mechanisms will be detailed requests from community, teacher, and student groups for specific information on the schools and their operation. Both internal and external groups will demand what they wish to know in contrast to what the system has hitherto decided should be available.

Mr. Hobson's request for information is indeed specific, and even includes deadline dates. As a responsible public official, he wants some basic information about the Washington schools and he wants it fast, in a format that allows for rapid comparisons. Any large, urban school system will have offices devoted to compiling a variety of internal statistics and we would assume all of the requested in-

To: William R. Manning, Superintendent, D. C. Public Schools
From: Julius W. Hobson, Member, Board of Education
Subject: Implementation of the *Hobson v. Hansen* Decision — Data Requirements

In order to uphold the law in voting as a member of the District of Columbia Board of Education, it is essential to have before me the information outlined on the enclosed charts.

I am sure other members of the Board of Education will benefit from such information. Board members representing schools within specific Ward boundaries need some basis for comparison with other District schools. At-Large Board members, with an obligation to represent all students, parents and school employees under the law, have a broader interest in securing accurate and comprehensive facts particularly in light of recent statements in the press.

Procedure: Information must be supplied in an identical format to the charts enclosed. If your staff has problems understanding relationships, defining terms, selecting dates, etc., please ask them to call me before changing any word or column of a chart. I would be happy to provide your staff with an orientation to expedite the development of this information if further clarification becomes necessary.

The information requested provides nothing more than an elementary decision-making management tool, essential to a smooth-running organization, so I am sure it is readily available in your office. Narrative statements requested on individual charts should be limited to one or two sentences. If additional explanations are necessary, please enclose with appropriate chart. Ask your staff to prepare a supporting list of all source documents used in developing chart information. If further court action becomes necessary, this source reference, by chart, will substantiate the statistical records.

Priorities: The following list of charts, individually marked with due dates, should be delivered to each Board member on the date due. If your staff finds it impossible to meet the expected deadline, please provide the reasons in writing to me in advance of the due date. This city-wide data will assist Board members to comply with the court decision in voting on specific issues and agenda items.

Chart A: D. C. School Experiments and Special Projects — FY 1969 — (Due Date 3/5/69)
Chart B: D. C. Public Schools, Average Expenditure per Pupil — 1963, 1965, 1967, 1968 — (Due Date 3/5/69)
Chart C: D. C. Public Schools, Essential Equipment Inventory — FY 1969 — (Due Date 3/19/69)
Chart D: D. C. Public Schools — Curriculum Progress — (Due Date 3/19/69): (1) English, School Years 1960-61; (2) History, 1966-67, 1967-68; (3) Mathematics.
Chart E: D. C. Public Schools — Curriculum Progress by Subject Areas — (Due Date 3/19/69): School Years 1960-61, 1966-67, 1967-68.
Chart F: D. C. Public Schools — Books per Pupil, by School and Date of Publication — FY 1969 — (Due Date 3/19/69).

Confidentiality: Since public education in the District of Columbia is supported by public funds, statistical reports are a matter of public record. Upon request, these charts should be made available to all citizens — union, educational and civic organizations, parents, teachers and students. If we require administrators to administer without support, teachers to "produce" without equipment and students to learn without tools for learning, such facts should be made known to the public. These charts will also provide excellent data for discussion in Congressional hearings on the 1970 school budget and on other matters. In addition, it is my hope that these charts will serve as a forerunner to the development of a permanent annual "Report to the Taxpayers" from the elected Board of Education.

Budgeting for the 1970 Fiscal Year: The newly elected school board is responsible for voting the 1970 budget (covering the period July 1, 1969 to June 30, 1970). Charts A and B will provide significant information for a policy evaluation of the new budget. When these charts are prepared and submitted to the Board members, attach the latest draft copy of the proposed budget for review.

Continuing Needs for Evaluation: Several additional charts are being developed to cover such topics as (1) attendance, suspensions, drop-outs, (2) teacher certification and integration, (3) buildings and grounds, (4) adult education, (5) special summer school programs, and (6) vocational educational and job-training in non-vocational high schools. These charts will be discussed during future meetings.

formation is readily available. If it is not, or if it cannot be readily gathered, one can only question the competence of those offices and/or the fears associated with giving out data that, while public in every legal sense, is too often handled as sacred information available only to certain parties. A school board member, of all people, must be able to receive information quickly if he is to act based on knowledge. Any school system that cannot rapidly gather such fairly routine information needs to alter some of its procedures immediately.

The type of data herein outlined, in short, is clearly necessary but not sufficient to truly gauge a system's effectiveness. But it is a type of baseline information that must precede data that gets at the dynamics of programs. Indeed, it may be suggested that an anthropologist's skills may be necessary to truly get at the values and premises that cloud much of the operation of the schools. But since such specialists are in short supply, the best available numerical data is at least a start.

Of more importance than the data itself is the spirit and tone implicit in Mr. Hobson's memorandum. He makes it perfectly clear what he wants, why he wants it, and when he wants it. This type of demand is not frequently heard from school officials. And that is precisely one of the things wrong with many school systems. Too few individuals within them are truly concerned with quality education; of those few, even a lesser number can cope with the bureaucratic buck passing that often passes for decision making. There are not enough persons who will demand that certain things must happen, and that they happen fast. The sense of urgency vital to bringing about change just does not seem to exist among enough school officials.

To make things happen necessitates some risks on the part of the instigator of the demands. Fortunately, school board members are reasonably safe from the invidious and subtle pressures that tend to keep an upstart in line within a bureaucracy. It is a good bet that Mr. Hobson's actions will be emulated by a growing number of persons concerned with the future of public education.

Richard Wisniewski

Richard Wisniewski is a post doctoral fellow at the Center for Urban Education and an assistant dean in the college of education at Wayne State University.

EXPERIMENTS AND SPECIAL PROJECTS BY SCHOOL
July 1, 1968 - June 30, 1969 (FY 69)

CHART A

Name of Project/Experiment	Schools Covered by Project	Student Participation: Number Students Covered by Project	Student Participation: Number Students Receiving Special Benefits Under Program -- Not Received by all Students	Source of Funds 2/ FY 1969: Regular Budget Approved Amount	FY 1969: Side Funds	FY 1970: Regular Budget Proposed Amount	FY 1970: Side Funds	Duration of Project: Beginning Date	Duration of Project: Termination Date	Personnel Paid by Project: Name of Project Director	Personnel: Number of Non-Teaching Personnel full-time	Personnel: Non-Teaching part-time	Personnel: Number of Teaching Personnel full-time	Personnel: Teaching part-time	Salaries Paid by Project: Name of Project Director	Salaries: Number of Non-Teaching Personnel full-time	Salaries: Non-Teaching part-time	Salaries: Number o. Teaching full-tim
SAMPLES																		
Developmental Reading																		

CHART B — AVERAGE* EXPENDITURE PER PUPIL 1963, 1965, 1967, 1968

Name of School	1963: Pupil Capacity	1963: Enrollment	1963: Total Budget	1963: Average Expenditure Per Pupil	1965: Pupil Capacity	1965: Enrollment	1965: Total Budget	1965: Average Expenditure Per Pupil	1967: Pupil Capacity	1967: Enrollment	1967: Total Budget	1967: Average Expenditure Per Pupil	1968: Pupil Capacity	1968: Enrollment	1968: Total Budget	1968: Average Expenditure Per Pupil

*Expenditures per pupil based on the total budget -- including funds appropriated from Congress, Federal funds under NDEA, Impact Aid, special Title funds administered by OE (HEW), foundation funds, personal contributions and miscellaneous funds from all other sources.

CHART C — ESSENTIAL EQUIPMENT - INVENTORY* 1969 FISCAL YEAR

Name of School	No. Film Proj.	No. Proj. Screens	No. Film Strip Proj.	Typewriters: No. Elec.	Typewriters: No. Std.	No. Xerox Mach.	No. Adding Mach.	No. Calculators	No. Microscopes	No. Language Labs.	No. Elec. Sewing Mach.	No. Reading Mach.	No. Phonographs	No. Tape Recorders	No. Overhead Proj.	No. TV Sets	No. Radios	No. Printin Presse (date manuf.

*Equipment must be currently in operating condition to be counted. (Number of defective/inoperable equipment should be listed in ( ) to the right of working number in each column.)

CHART D — CURRICULUM PROGRESS IN ENGLISH -- SCHOOL YEAR 1966-67

Title and data of curriculum outline issued to teachers, city-wide 2/	Authors of curriculum outline (names of teachers and supervisors)	Title of English course and type of literature studied: Basic (special academic)	General	Regular	Honors	Names of textbooks recommended by curriculum outline: Basic (special academic)	General	Regular	Honors	Additions to 1960 "Approved Textbook" list

CHART E — CURRICULUM PROGRESS BY SUBJECT AREAS SCHOOL YEARS 1960-61, 1966-67, 1967-68

NAME OF SCHOOL (Senior High, Vocational and Junior High Sc	1960 - 61: Required Subjects	1960 - 61: Elective Subjects	1966 - 67: Required Subjects	1966 - 67: Elective Subjects	1967 - 68: Required Subjects	1967 - 68: Elec

CHART F — BOOKS PER PUPIL - FY 1969
By School and Date of Publication

Name of School	**Total No. Students Date	Math. Texts: Published through 12/31/63	Math. Texts: Published after 1/1/64	History Texts: Published through 12/31/63	History Texts: Published after 1/1/64	Foreign Language Texts: Published through 12/31/63	Foreign Language Texts: Published after 1/1/64	Reading Texts: Published through 12/31/63	Reading Texts: Published after 1/1/64	Literature Texts: Published through 12/31/63	Literature Texts: Published after 1/1/64	Compositio and Grammar Te: Published through 12/31/63	Compositio and Grammar Te: Publ afte 1/1/6

CHART G — SCHOOL LIBRARIES

Name of School	*Total of bks. per Library 1960	1966	1968	Library Personnel FY 1969: Names of full-time employees	Degree	Salary	No. of Pt.-time Asst.	Equipment/Space FY 1969: Number Carrels	Phonographs and Earphones	Total Sq.Ft.	Other	Periodicals: Number Current Subscrip.	No. Subscrip. dating back '60 or earlier	Hc Wk da

*In compiling information, use same base date for each year.

Dudley Thomas

The Center Forum

Vol. 2, No. 1 July 5, 1967

Hobson v. Hansen — what is law for?

"It is regrettable, of course, that in deciding this case this court must act in an area so alien to its expertise. It would be far better indeed for these great social and political problems to be resolved in the political arena by other branches of government. But these are social and political problems which seem at times to defy such resolution. In such situations, under our system, the judiciary must bear a hand and accept its responsibility to assist in the solution where constitutional rights hang in the balance. So it was in **Brown v. Board of Education, Bolling v. Sharpe**, and **Baker v. Carr**. So it is in the South where federal courts are making brave attempts to implement the mandate of **Brown**. So it is here."

Thus Judge James Skelly Wright's parting words in the 182-page decision handed down last month maintaining that the Washington, D.C. schools have practiced 'criminal' discrimination against poor Negro children.

In his findings, his reasoning, his comprehensiveness, the remedies he called for, segments of the legal community feel Judge Wright has shaped one of the most crucial legal decisions affecting education ever made in the country. Some feel the opinion does more — that it defines the obligations of the community in regard to equality, and by doing so will force an acceptance of those obligations in the political arena where they must be, but have never been, made. Some feel Judge Wright's opinion assumed more authority than the law grants him.

Last week came the first formal response to the opinion with the announcement that Dr. Carl Hansen, the superintendent of schools in Washington, had resigned. (The District Board of Education named a Negro as acting superintendent, the first Negro to hold the post.) If the Wright opinion is in any way influential in reshaping urban school systems, observers feel, the resignation may be the first of many across the country. As the *Washington Post* observed in an editorial last Wednesday: "Dr. Hansen...honorably served nine years in the most difficult job in...Washington. He leaves...because he cannot turn himself into another kind of man to run another kind of school system." Judge Wright himself noted:

> Whatever the law was once, it is a testament to our maturing concept of equality that, with the help of Supreme Court decisions in the last decade, we now firmly recognize that the arbitrary quality of thoughtlessness can be as disastrous and unfair to private rights and the public interest as the perversity of a willful scheme.

In two aspects important to most urban populations, Judge Wright's ruling went beyond the basic Supreme Court decree in 1954 forbidding school segregation. First, it extended the desegregation doctrine of the Court to include de facto (resulting from unintentional administrative practices) segregation. The 1954 ruling forbade only de jure segregation — segregation sanctioned by law.

Secondly, Judge Wright introduced a new prohibition against substandard and therefore discriminatory education of the poor, regardless of race.

He found that in predominantly Negro schools in Washington the annual median per-pupil expenditure was a flat $100 below predominantly white schools ($392 to $292).

A bar against discrimination by economic status in the selection of juries has been upheld by the U.S. Court of Appeals for the Fifth Circuit. Judge Wright was the first to apply it to education. Other federal courts have divided on challenges to the constitutionality of neighborhood segregation based on dwelling patterns. But no case has involved a metropolitan school system as large as Washington's, and as preponderately Negro. Nor has the issue ever reached the Supreme Court.

Because it believes Judge Wright's opinion in the Hobson case is of major significance, the Forum has given over most of the issue to this one subject. On the pages that follow there is an attempt to show some of the factors that shaped the ruling, several comments on the ruling's implications for urban education, and a commentary on the legal argument the Washington school system offered in its defense. This issue owes special thanks to Morton Inger for the time, knowledge, and understanding he contributed.

Julius Hobson, an economist with the Social Security Administration and a militant civil rights leader, took his daughter out of Washington's public schools a couple of years ago and sent her to a boarding school in Virginia. Involved in both national and local civil rights groups, he brought suit against the school system as an individual. His primary aim was to put an end to the track system, although his lawyers went as far as asking that the schools in Washington be put in receivership to the U.S. Commissioner of Education as a preface to metropolitanizing the school systems in the District and the surrounding suburbs. Hobson maintained that Negro children in Washington had to attend schools that were segregated and inferior, that the school's track system extended segregation and froze children in categories from which it is almost impossible to be reassigned as a result of the manner and infrequency of testing, that the schools maintained teacher segregation, that Negro schools were staffed by less experienced faculties, pupil-teacher ratios were higher and less money was spent there per pupil than on white children and those from higher socioeconomic groupings, and that optional pupil transfer zones had been used in a calculated way as a scapegrace for white students who didn't want to attend schools with poor Negroes.

Judge Wright's findings gave Hobson most of what he asked for.

One exception was the request for metropolitanization. In ordering greater attempts to integrate the schools, Judge Wright specifically said the Court has no authority to create an area-wide school system that would include the District and the Maryland and Virginia suburbs. [See Cline comment, p. 6] But he sharply criticized Washington school officials for failing to explore the possibility of voluntary cooperation between the city and the suburbs.

"There is no reason to conclude that all Washingtonians who make their homes in Virginia and Maryland accept the heresy that segregated public education is socially realistic and furthers the attainment of the goals of a democratic society," Judge Wright declared. "Certainly, if the jurisdictions comprising the Washington metropolitan area can cooperate in the establishment of a metropolitan transit authority (created last year) the possibility of such cooperation in the field of education should not be denied — at least not without sounding the pertinent moral and social responsibilities of the parties concerned."

Another one of Hobson's contentions the decision did not accept was the charge that school officials deliberately deprived Negro schools of adequate supplies such as text-

books and facilities such as libraries. The decision, however, emphasized that the inequalities are unconstitutional regardless of how they arise. [The Coleman report, it is worth remembering, held that even when the facilities in Negro schools were equal or superior to white schools Negro students still weren't doing well. Coleman maintained facilities have less to do with achievement than peer group relationships.]

The judge ordered remedies to take effect this fall. These include the busing to predominantly white schools of children in Negro neighborhoods who wish to attend integrated classrooms, the mandatory redistribution of teachers to integrate all school faculties, and the abolition of the controversial track system of assigning pupils to classes according to ability.

Judge Wright's ruling, as the New York *Times* wrote in an editorial, is a "monumental exercise in sociological jurisprudence." It is clearly in line with his past decisions involving education. [See Profile, p. 5] But there has been little inclination in some quarters, notably the press, to see Judge Wright's ruling in the Hobson case as part of a body of work, with a consistent logic, and a particular vision of the American experience — indeed, as anything but a badly-conceived error.

Thus the *Times*, which had praise for one part of the ruling, also stated that "the practicality of the decision in its larger implications is highly questionable . . . Desirable as integrated education is, experience suggests that white parents in any part of the country will not willingly accept long-distance busing...Moreover, unless the neighborhood is integrated and the racial balance in the neighborhood school is carefully controlled, integration hasn't proved in reality to be attainable."

A day later Joseph Alsop described the Wright ruling in his syndicated column in an "acre-size addition to the pavement of hell" (after Sam Johnson's rule that hell's pavement is composed of good intentions). Pointing out that Washington's schools are 90 per cent Negro, he said "talking about desegregation as a remedy is not merely self-deluding. It is in fact near criminal, for the offer of a false remedy deludes the whole community."

A day after that, the *Washington Post's* local columnist, William Raspberry, pointed out that integration of 8 or 9 per cent white students into an overwhelmingly black student population is both technically unfeasible and practically worthless. Both Raspberry and Alsop argued that far from integration the immediate need was for compensatory education. It was an argument echoed in many editorials.

But Judge Wright recognized these problems. First of all he knew that whites "will not willingly accept busing." In ordering busing, he made clear that only Negroes would be bused. The white students "will remain in the schools in their neighborhood." Secondly he called attention to the need for compensatory programs (see Rein comment, p. 6). Most importantly, Judge Wright indicated how well he was aware of the near impossibility of the school system's situation in Washington. But as he pointed out in his parting words, there is a large social and political issue to be decided and it is not being decided in the social and political arenas that were created for the purpose. In effect, Judge Wright by his decision is forcing the issue out into those arenas. (Asked about Judge Wright's suggestion that the Washington schools talk to the suburbs about school merger, Arlington County School Board President James Stockard said: "I can see merits to working out some possible arrangements, but I don't think it would be politically feasible.")

It seems clear too that Judge Wright recognized, as his critics contended, that he was on shaky legal and constitutional ground by ruling against de facto segregation. Certainly there is nothing explicit in the Constitution to support his position. That may be one reason he had to write 182 pages and why he had to turn to so many sociological sources.

In any case, Judge Wright seems to be saying in this ruling that there are moments in history when the courts must assist in solving the social issues of the community. There is no doubt that in such instances the court carries with it the danger of being ahead of its time, and of creating more harm than it prevents. There are some issues, as Judge Wright's serious and well-meaning critics point out, that must have time to fester and boil and cool and come together, and bubble and strain before they are amenable to solution. But Judge Wright believes the process can be helped along, and this is how he appears to have intended his ruling in the Hobson case.

A. T.

A Legal Argument

The legal brief the Washington school system submitted to the court in its defense was less interesting for the law it argued than for what it revealed about the attitude of school officials. It was as though the social and political developments of the last 20 years had not occurred. The following is a summary and commentary on the brief:

The school system's basic legal argument was that the plaintiffs had no standing to sue because they offered no proof that they had been harmed by the school system; that the court was without jurisdiction to interfere with the board's and the superintendent's exercise of their discretion in the choice of educational methods; and that being compelled to attend the school in the district in which they live did not constitute a violation of the plaintiff's constitutional rights.

In regard to the principal charges made by the plaintiffs, the system argued as follows:

1. Hobson contended that the District of Columbia track system discriminates against Negroes by placing them in the lowest tracks. The school system answered that there are "many" Negroes in the highest track at the elementary level. The system claimed that in 1965 only 2.7 per cent of the elementary school pupils were in the special academic curriculum (the lowest track) and another 1.5 per cent were in the honors curriculum (the highest track), with the remaining 95.8 per cent in the middle track. "It is inconceivable in the light of these statistics," the system contended, "that the claim of discrimination can seriously be made." Furthermore, it argued, the classification in a track is only temporary, and principals make a twice yearly review of the academic records of each child.

2. Hobson asserted that the school system had failed to utilize federal funds to further the education of Negro pupils. "This allegation is absurd," replied the school system. Most of the federal funds it receives are specifically designed and earmarked for use on behalf of low-income children. The system pointed out that in the District of Columbia

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low-income children happen mostly to be Negro, therefore the funds are used in behalf of Negro children. In regard to the charge that the school system fails to request sufficient funds, it replied that the budgets it submits to the commissioners of the District of Columbia are invariably pruned. Thus, the school system never gets as much as it asks for.

3. Hobson complained that the school system failed to shift experienced, permanent-tenured teachers to the all-Negro schools. The system frankly conceded that no teacher with longevity, whether tenure or nontenure, is required to transfer from one school to another under pain of dismissal. Requests for transfer are honored where possible. The system pointed out that teachers will leave (and have ample opportunity to do so) if transferred to schools where they do not want to teach. Teachers will not stay, the defendant claimed, "if they are shunted around the system merely to provide an arbitrary numerical racial balance which, however meritorious, cannot in the context of the problem be deemed an overriding educational consideration." Besides, the brief noted, over 75 per cent of the teachers are Negro.

4. Hobson charged that the system maintained "optional zones" which permitted whites residing within such areas to avoid the necessity of attending a predominantly Negro school. The system's answer (in effect conceding the point) was that the optional zones are not always designed to help whites escape a Negro school. It claimed that one such zone—Western-Dunbar—was created to provide an integrated school environment for those who wished it. But it also admitted that another zone, involving Roosevelt and Western High Schools, was established after the **Brown** case and was designed "as a safety valve to relieve social tension during the initial period of desegregation." In other words, to let whites out.

5. Hobson charged that the educational policies and practices of the school system caused Negro pupils to have low test scores. The school system replied that pupils are held back by parents and other factors in their environment plus individual deficiencies in capacity, health, and aspirations. However, the system weakened its argument here when it tried to show why upper-middle-class whites do better in school: "Naturally, the pupil who has traveled, **seen more than the mere confines of his immediate neighborhood**, is acquainted with the geography different from his own, and is favored by empirical contact with many things comes more prepared for the beginnings of formal education..." (Emphasis added.)

As can be seen, four of the five answers to Hobson's principal complaints can be called (more or less) factual. The fifth reveals the school system's attitude toward Negro pupils and toward its responsibility for "reaching" these pupils. But even in the factual answers, the thinking underlying the answers is surprisingly traditional in this time of sophisticated argument over integration and education. Underlying all of the Washington school system's arguments was the belief that integration is not an overriding educational need. The school system saw integration as nothing more than social engineering.

A basic question presented in this lawsuit is whether due process of law compels defendants to intermingle, on a racial or socioeconomic basis, students in the public schools of the District of Columbia when the only educational advantage afforded the infant plaintiffs thereby may be social and not academic. The law compels answer in the negative.

After first denying that tracking had much effect, the system defended tracking with a traditional argument against heterogeneous grouping; the teacher of a heterogeneous class has one of three choices—she can teach to the gifted or the slow or down the middle range, but whichever choice she makes, she necessarily ignores the others, and the ignored child "does not long

The following, reprinted from the New York Law Journal *of Feb. 18, 1965, was excerpted from the sixth annual James Madison Lecture at the New York University School of Law in which Judge J. Skelly Wright predicted that the United States Supreme Court would not allow local political lines—such as city or county boundaries—to be used to block integration of the nation's school systems. Defendents in Hobson vs. Hansen, charging he had prejudiced himself in this lecture, asked Judge Wright to disqualify himself from the case. He refused.*

To counter the "flight to the suburbs" of middle-class whites Judge Wright predicted that whenever the Supreme Court tackled this problem, it would remit the remedy to the district courts, with instructions to ignore local boundaries.

Judge Wright, after noting two cases involving Gary and Kansas City schools, in which the lower federal courts found themselves powerless to act to relieve de facto segregation caused by housing and economic patterns as well as political gerrymandering, Judge Wright said:

"Although in the Gary and Kansas City cases both concluded that the federal courts were powerless with respect to de facto segregation, the issue is far from closed. The final word on this subject will, of course, be spoken by the Supreme Court.

"It is inconceivable that the Supreme Court will long sit idly by watching Negro children crowded into inferior slum schools while the white flee to the suburbs to place their children in vastly superior, predominantly white schools."

Then he added:

"Before the Supreme Court acts, some other federal courts no doubt will take a harder look at de facto segregation and will be less inclined to accept the suggestion that the state and its agencies are not, in some degree at least, responsible for it and helpless to correct it. Until now the cases have focused on the responsibility of the school boards administering the segregated schools, and it is clear that these agencies, through historical gerrymandering and other devious means, have contributed to racial imbalance in the schools. But state action contributing to segregated schools is not limited to school boards. And the Fourteenth Admendment speaks to the state itself. As Mr. Justice Brandeis reminds us, 'It is a question of the power of state as a whole; • • • the powers of the several state officials must be treated as if merged in a single officer.'

"Where state policy expressed by its several agencies lends itself to, and leads toward, segregated schools, the responsibility of the state is plain. For example, where state policy with reference to housing, or state encouragement of private racial covenants in housing, lead to residential segregation and the school board uses the neighborhood plan in making pupil assignments, the school segregation that results is clearly the responsibility of the state. Certainly the state will not be allowed to do in two steps what it may not do in one. By taking a broader look at state policy and all contributing state agencies, federal courts may be more successful in finding state complicity in segregation.

"The touchstone in determining equal protection of the law in public education is equal educational opportunity, not race • • • In short, since segregation in public schools and unequal educational opportunity are two sides of the same coin, the state, in order to provide equal educational opportunity, has the affirmative constitutional obligation to eliminate segregation, however it arises."

Among the remedies available to the state, Judge Wright said, are the following: educational parks; redrawing of district lines; the "Princeton Plan," by which all children from, for example, kindergarten to third grade attend one school and all children from the fourth to sixth grades attend another one; and the building of new schools near the dividing line between Negro and white residential areas.

"An even more difficult problem is presented by the flight of the white population to the suburbs," Judge Wright continued. "The pattern is the same all over the country. The Negro child remains within the political boundaries of the city and attends the segregated slum school in his neighborhood, while the white children attend the vastly superior white public schools in the suburbs • • •.

"While a court • • • may find no great difficulty in ordering the local school authorities to use the Princeton Plan or • • • in ordering the local taxing authority or the state to levy taxes to raise funds to build an educational park, relieving the inequality between the suburban public school and the segregated city slum public school presents a greater challenge.

"Obviously, court orders running to local officials will not reach the suburbs. Nevertheless, when political lines, rather than school district lines, shield the inequality, as shown in the reapportionment cases, courts are not helpless to act. The political thicket, having been pierced to protect the vote, can likewise be pierced to protect the education of children."

survive." In its next sentence, the brief ran directly counter to the principal finding of the Coleman report. "A pupil at school," it argued, "progresses academically primarily by virtue of the effort of the teacher in the classroom and not from the associations he may establish with his fellow pupils." This argument ran counter also to the system's own argument that Negro pupils are held back primarily because of their family backgrounds and associations.

On the question of school construction, the brief was naive to the point almost of wonder. In support of its contention that the school system does not discriminate, it proudly pointed out that no new school construction had taken place since 1953 in the area where the white students live and that each new school had been constructed in areas that were predominantly Negro. This is no doubt true, but school board members throughout the North know that such a procedure is one of the most effective ways of *maintaining* the color line in the school system. It seems odd that the superintendent would boast of this. These examples are typical of the thinking behind the school system's brief.

The system also made a traditional argument in favor of the neighborhood school "concept." Among the features of the neighborhood school that the defendant claimed recommended its use, the brief listed the following: proximity to the pupil's residence; identification with the institutions and activities of the neighborhood; the fostering of family support of school activities; the fostering of an *esprit de corps* and sense of identification among the pupils; the avoidance of the necessity and cost of transportation; and the creation of closeness among the pupils, parents, and teachers. But if the school officials truly believe that the Negro pupils are held back because of their bad family backgrounds and environment, it seems contradictory for them to argue for a concept that heightens the pupils' identification with this unwholesome environment.

The school system concluded its brief with a warning of the dire consequences that would result from using busing to achieve desegregation.

> Even the most inflamed advocate for artificial balance of the races ... should recognize that busing children from their neighborhood in order to achieve an arbitrary percentage of racial mix contains the seeds of many serious educational problems ... (A) sense of not belonging ... (An) artificial society ... The sense of defeat and isolation ... Transportation of children from their neighborhood invites indifference on the part of the family ... Therefore, it becomes apparent that transportation to achieve a racial mixture ... is likely to open a Pandora's box of additional social and academic difficulties...

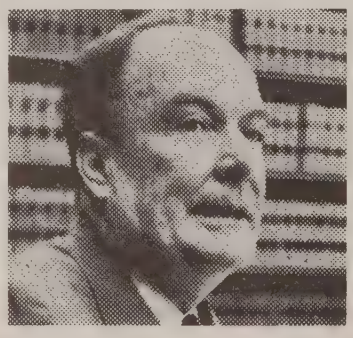
In sum, then, the District of Columbia school system made the following argument: (1) the Negro child does poorly in school because of his unwholesome family and social environment; (2) a pupil "progresses academically primarily by virtue of the effort of the teacher in the classroom"; (3) the school system cannot force experienced teachers to teach in the Negro schools; (4) the neighborhood school is best for the Negro pupil because it strengthens his ties with his neighborhood (which is unwholesome) and creates closeness among the pupils (who are unprepared for school because they have seen only the narrow confines of their immediate neighborhood), between pupils and barents (who lack the formal educational attainments and cannot provide the active discipline at home that favors good school performance), and between pupils and teachers (who would prefer to escape from the Negro schools); (5) therefore, it would be disastrous to the educational and emotional welfare of the Negro child to uproot him from his immediate neighborhood and bus him to another school where he would have a better intellectual and social environment.

Morton Inger

A PROFILE:
Judge J. Skelly Wright

OF ALL the federal judges before whom the *Hobson* case could have been brought, Judge J. Skelly Wright, of the United States Court of Appeals for the District of Columbia Circuit, was, in the light of his past decisions, perhaps the one most likely to look with favor upon the plaintiff's case. Although it was partly chance that put Judge Wright in the position of hearing this case, it was his strong stand in favor of school integration in New Orleans that actually put him in Washington. Because of this stand, Judge Wright had been subjected to vilifications and threats; consequently, President Kennedy promoted him to the Appeals Court and into the more hospitable environment of Washington, D.C.

Born, bred, and educated in New Orleans, the 56-year-old jurist was a highly respected and widely known figure in local affairs. There was little in his background or attitudes that would have led any of his acquaintances to believe he would become one of the pivotal figures in ending the segregated school system in the Deep South. While some Southern-born and bred federal judges have grudgingly acknowledged the superior demands of the law of the land but have moved as slowly as possible and permitted the maximum of delay, Judge Wright consistently has moved with astonishing speed. New Orleans moderates were absolutely stunned by his integration orders, and those of his closest friends who were not moderates called him a traitor. To support himself while studying law during the depression, Wright taught high school in the New Orleans public schools. A close friend and classmate did the same, and that man was the racist member of the school board who fought every order issued by Judge Wright.



A brief look at the New Orleans controversy will reveal Judge Wright's boldness. The suit to end school segregation in New Orleans was filed by the NAACP in the United States District Court in September 1952. In keeping with the strategy of the national office of the NAACP, the case lay dormant until the Supreme Court's decision in the *Brown* case. But even after the *Brown* decision, the NAACP was slow in pushing the suit. In 1956, Judge Wright ordered the school board to come up with a plan "with all deliberate speed." But the NAACP put little or no pressure on the school board, and it was not until 1959 that the federal court was able to give the school board a deadline — May 1960. And when the school board appeared in his court in May 1960, to say that it had no desegregation plan, Judge Wright presented the board members with a plan of his own and ordered the school board to put it into effect in the fall of 1960. This was the first court-ordered school desegregation in the Deep South.

The reluctant board members — all of whom were segregationist and one of whom was one of the organizers of the New Orleans White Citizens Council — had done and continued to do very little to prepare for desegregation. They were waiting for Governor Jimmie Davis (the composer of "You Are My Sunshine") to save them from having to integrate the schools. Throughout the summer, the school board filed appeal after appeal of Judge Wright's orders, but the higher courts consistently upheld him. Judge Wright was so steadfast that

the board members finally began to realize integration was perhaps inevitable, and they began to seek community support for token integration. When it appeared that the board was really going to integrate, Judge Wright granted it a delay until November 14.

Governor Davis swung into action. Five times the Governor or the legislature attempted to seize the New Orleans schools from the school board and strip the board members of their powers. Each time, Judge Wright backed the board with restraining orders and injunctions against the Governor and the legislators. One of his orders restrained 775 state and local officials. Five times the legislature fired the superintendent of the New Orleans schools and the school board attorney, and each time the two men were put back into office by Judge Wright within a day.

On Sunday, November 13, 1960, the day before the New Orleans schools were to be desegregated, a special session of the legislature passed two resolutions having the effect of law which were shrewdly designed to prevent Judge Wright from being able to stop them. Since Wright was enjoining everything the Governor did, the legislators sought to circumvent the Judge by placing the entire legislature in direct charge of the New Orleans schools, with power to hire and fire and handle the school's finances. Having put themselves in charge, the legislators proceeded to fire the superintendent and the school board attorney once again. But Judge Wright was watching this special session on his television set. Forty-five minutes after the session was over, he signed papers enjoining the entire legislature and Governor Davis from acting against the New Orleans school board. There was no legal precedent for enjoining an entire legislature. On Monday, having been frustrated by Judge Wright from attempting to take over the schools, the legislature voted to remove the four moderate segregationist board members from office. But by the time school opened the next morning, Judge Wright had issued sweeping orders putting the school board back in business.

For a long time Judge Wright received very little support from the U.S. Justice Department. President Eisenhower was known to be holding back for fear of hurting Nixon's chances of capturing the state from John Kennedy. (Kennedy won the state anyway.) After the presidential election, the green light was given to the U.S. Attorney. We now take for granted that the U.S. Justice Department is actively involved in Southern school desegregation suits. But in the instance of New Orleans, the department did not enter the case until after the crisis was fully developed.

The school board was reluctant; the NAACP exerted little pressure; the Justice Department was too slow; there was fierce opposition by the public, the state legislature, and the governor; and there was no support at all from the civic and political leaders in the city. What little moderate support there was arose late and timidly. It would have been easy for the federal judge —a local man—to give in to the pressures. There were, after all, no pressures for desegregation. Yet the schools *were* desegregated in New Orleans, and it was done when the judge ordered them to be. One man desegregated the New Orleans schools—Judge J. Skelly Wright. At almost every step he created precedents that were then followed in school desegregation suits throughout the rest of the South. *Morton Inger*

Mr. Inger is on the Center staff. He holds a J.D. from the University of Chicago and is completing a book on integration in New Orleans.

Comment

In the articles that follow, Robert Carter, general counsel for the NAACP, comments on the implications of the opinion for New York; David Rein, a Washington attorney, points out the limitations of the court in this area; and Marvin Cline, professor of psychology at Howard University, examines Judge Wright's references to regional planning.

Judge Wright indicates that what the Constitution requires at a minimum is material equality. This concept is not new. It stems from the old "separate but equal" doctrine of *Plessy v. Ferguson* which the U.S. Supreme Court overturned in *Brown v. Board of Education*. *Brown* held that segregated facilities were per se unequal, but it failed to hold that equality in allocation of resources as between Negro and white children was no longer a part of the Constitution's concept of equal educational opportunity.

In 1958, Judge Justine Polier of the New York Family Court *In re Skipwich* dismissed the prosecution against a group of Negro parents in Manhattan, brought for refusing to send their children to de facto segregated schools in Harlem. Judge Polier held that public school authorities could not invoke the compulsory school attendance law without first having met their constitutional obligations of providing equality of educational opportunities for Negro children. Finding unconstitutional discrimination against Negro children in respect to the gross disparity in quality of teachers assigned to the schools in Harlem as compared to those of other schools, she ruled that the Negro parents could not be punished for refusing to send their children to unequal and inferior schools.

Dr. James Allen, New York Commissioner of Education, has accepted the idea that de facto school segregation is unacceptable, and has announced that the primary objective of modern public education must be to bring quality to the ghetto schools. Hence, Judge Wright's views on these issues will be merely supportive of a commitment already made, but in its application the *Hobson v. Hansen* thesis, so far as New York is concerned, will help to give more effective implementation to the state's commitment.

Judge Wright was dealing with a federal island surrounded by states. Therefore, relief had to be limited to the federal area. However, no such limitations need restrict a court when dealing with a school district within a state.

In New York State, school districts with the highest per capita expenditure spent seven times more than the school districts with the lowest per capita expenditure. The state formula for supplementing local funds does not wipe out the disparities in local resources available among various school districts. This formula, therefore, may be unconstitutional, and the state may be compelled to devise a formula which will make certain that the Negro poor in the urban centers receive the same per capita expenditure for education that is spent for that of white affluent suburbanites—and, indeed, that inequality in the allocation of all educational resources as between affluent suburban and poor city schools be corrected.

Moreover, it may be that school district lines can be pierced to correct this educational deprivation as well. For example, although New York City schools now have a majority of Negro and Puerto Rican students, it is possible that we need not look only within the confines of New York City in our effort to cor-

rect that imbalance and to provide Negro and Puerto Rican children with equal educational opportunities. In short, *Hobson v. Hansen* suggests that district lines can no longer be regarded as insurmountable barriers preventing the Negro poor from receiving the equal educational opportunities as commanded by the 14th Amendment.*

Robert L. Carter

*Mr. Carter's office was preparing a case to test this thesis even before the Wright ruling. It involves an economically poor school district in upstate New York that is surrounded by affluent school districts. The NAACP will either bring suit or ask that Commissioner Allen take action later this year.

How effective will Judge Wright's remedies be in the District of Columbia where the school population is already 93 per cent Negro and where the white students (or their parents on their behalf), despite the abolition of the optional zones, still have the escape valve of either moving to the suburbs in Maryland and Virginia or sending their children to private schools? Without some intervention by the U. S. government it is doubtful whether Judge Wright or any other court can bring about integrated schools in the District.

In any case, Judge Wright's opinion — which demonstrates that under the Constitution a school system has the responsibility to provide an integrated education regardless of the causes that have created segregated schools — is the opinion of only one judge in the federal system and as such is binding only on the District. If no appeal is taken, as now seems the case, the legal principles involved will not be affirmed by a higher court. Of course, other cases can be brought in other jurisdictions, in which other federal district courts are urged to follow the precedent set by Judge Wright. Because of the tremendous persuasiveness and scholarship of the opinion, it may well find followers not by virtue of its authority but by virtue of its logic and reasoning.

However, even additional decisions following the principles of Judge Wright and an eventual decision of the Supreme Court upholding his reasoning will not be adequate to meet the problem. As Judge Wisdom of the Fifth Circuit, which covers most of the Deep South, noted in a recent decision, the courts alone cannot bring about integrated schools which give equal educational opportunity to all citizens. The courts can at most lay down the principles to be followed. They cannot in fact run the schools. "A national effort," Judge Wisdom wrote, "bringing together Congress, the executive and the judiciary may be able to make meaningful the right of Negro children to equal educational opportunity. The courts acting alone have failed."

Judge Wright, too, appreciated this dilemma. He emphasized that the specific remedies decreed, aithough inadequate, were required because the school system itself did not recognize that a problem existed, and so was unwilling to come forth with any suggestions. But, Judge Wright also ordered the school system to consider the advisability of establishing educational parks or other facilities which would be administered on a regional or metropolitan basis, and to come up with "a plan of compensatory education sufficient at least to overcome the detriment of segregation . . ."

David Rein

In ordering busing, integration of the faculty, consideration of Princeton planning, etc., Judge Wright assumes that the District is like other large urban centers, i.e., that it has the capability of resolving the problem of de facto segregation. In this sense his decision is clearly aimed at the other metropolitan regions.

But the District is not like the other centers in two very important respects. First, of the total public school enrollment, 93 per cent of the children is Negro. Second, the District of Columbia (which is coextensive with the city of Washington) functions as a state, so that its suburbs are located entirely in other states.

Judge Wright can order integration in the District, but he has no power over Maryland or Virginia in this case. Given the Negro-white ratio in the District, the best the Judge can order is a degree of tokenism that even he found unacceptable in New Orleans. Further, approximately half the white D. C. residents of school age are enrolled in private schools. The parents of the remaining white children are both affluent enough and motivationally inclined to increase that per cent significantly if they are required to do anything more than accept a few Negro children in "their" schools.

The Judge is, of course, aware of these facts, so we can assume that his decision will have much greater short term effects in other cities around the nation than in D. C. But the District is the one city in the nation that cannot integrate without intensive cooperation with its suburbs. In the long run, educational solutions can only be found in the same manner that housing, employment, air/water pollution, transportation and fiscal solutions can be found: through regional planning.

By ordering integration, Judge Wright is ordering the District to enter the twentieth century at last. No matter that he has no power over the suburbs. The Judge can require the District to find the means of entering into negotiations with the suburbs. He has already held out the carrot, in lieu of his nonexistent stick, by suggesting to the District that if they can persuade the suburbs to join in an educational regional authority in order to construct educational parks serving children on both sides of the District line, he would be willing to forego the requirement to bus Negro children to white schools within the District.

It seems to me that the Judge has forced the District to focus on the most pressing political problem of the decade: the destruction of the artificial political and social separation of the city and its metropolitan region. This is the problem the District, along with most other urban centers, has been avoiding. There can be no doubt that this is also the most difficult problem to solve, but by forcing the city to assume its obligation, Judge Wright has thrown the issue back to the political arena, while maintaining his veto over token solutions all of the time.

It will be fascinating to see how he handles the arguments over the plans submitted by the board next October. At this writing, a majority of the D. C. Board of Education appears to be opposed to an appeal of the decision, and so they might very well be poised to jump with both feet into constructive long-range as well as short-range planning.

M. G. Cline

Professor Cline was a witness for the plaintiff in the Hobson case.

This issue of *Forum* has been made possible by a grant from the New World Foundation. The grant also permitted publication of the June issue of *The Urban Review* and will enable the Center to bring out the Urban Education Bibliography in August. The New World Foundation was among the foundations and individuals involved in the original funding of the Center.

THE ACTIVIST

D. C. SCHOOL ACTION COUNCIL

JULY 1969 VOLUME I NUMBER 4 TEN CENTS

SCHOOL BOARD HEARING ON PLACING ADAMS ELEMENTARY SCHOOL IN THE SUPERINTENDENT'S SPECIAL PROJECTS DIVISION

ON WEDNESDAY, JULY 23, 1969, THE D. C. SCHOOL BOARD WILL HOLD A HEARING TO CONSIDER THE REQUEST FROM PARENTS OF CHILDREN AT ADAMS ELEMENTARY SCHOOL FOR INCLUSION OF THAT SCHOOL IN THE SUPERINTENDENT'S SPECIAL PROJECTS DIVISION.

WHEN MORGAN, THE ONLY SCHOOL CURRENTLY UNDER PROGRAM AND POLICY DIRECTION OF ITS COMMUNITY, WAS INCLUDED IN THE DIVISION, A COMMITMENT WAS MADE TO INCLUDE ITS COMPANION SCHOOL, ADAMS, IN THE DIVISION ALSO, PROVIDED THE MORGAN EXPERIMENT SUCCEEDED AND PARENTS SO DESIRED.

SINCE READING SKILLS IMPROVED AT MORGAN AND DECLINED AT ADAMS, AND SINCE PARENTS ARE GREATLY CONCERNED OVER THE VERY RIGID, NON-INNOVATIVE PROGRAM AT ADAMS, IT IS TIME TO BRING TO ADAMS THE SAME BENEFITS AND SUCCESS ENJOYED BY MORGAN.

THIS WOULD BE CONSISTENT WITH THE RECOMMENDATION OF THE PASSOW REPORT WHICH COST THE CITIZENS $250,000 AND WHICH STRONGLY URGES DECENTRALIZATION OF D. C. SCHOOLS WITH COMMUNITY CONTROL. DR. PASSOW HAS PERSONALLY EXPRESSED KEEN INTEREST IN THIS REQUEST FROM ADAMS PARENTS.

ADEQUATE SEATING CAPACITY AT SCHOOL BOARD MEETINGS

THE D. C. SCHOOL ACTION COUNCIL AGAIN MUST INSIST THAT THE PRESIDENT OF THE D. C. BOARD OF EDUCATION RECOGNIZE THE GREAT AND CONTINUING INTEREST CITIZENS OF THIS CITY HAVE IN SCHOOL MATTERS AND THE CONDUCT OF SCHOOL BUSINESS BY THE BOARD.

LAST MONTH IT WAS NECESSARY TO MOVE A MEETING OF THE BOARD TO THE D. C. COUNCIL CHAMBERS WHICH PROVED ALSO TO BE INADEQUATE FOR THE CITIZENS TRYING TO ATTEND. THE MEETING WAS FINALLY HELD DAYS LATER AT THE COMMERCE DEPARTMENT AUDITORIUM WHICH, EVEN THOUGH QUITE LARGE, WAS PACKED TO CAPACITY.

WE ARE VERY DISMAYED, THEREFORE, THAT CONTRARY TO PARENTS REQUEST THAT THE HEARING BE HELD IN THE COMMUNITY CONCERNED, EITHER AT ADAMS OR MORGAN SCHOOL, THE PRESIDENT OF THE BOARD ARRANGED FOR THE HEARING AT THE SCHOOL BOARD MEETING ROOM WHICH HAS A CAPACITY OF SLIGHTLY MORE THAN ONE HUNDRED.

SURELY, A SIMPLE AND REASONABLE REQUEST FROM THE VOTERS THAT MEETING PLACES BE LARGE ENOUGH TO ACCOMODATE FULL PUBLIC ATTENDANCE COULD BE GRANTED BY THOSE WE SELECTED TO REPRESENT US.

COMMUNITY CONTROL OF SCHOOLS

PARENTS AND VARIOUS ORGANIZATIONS IN THE BANCROFT AREA ARE DEMANDING THAT THEY, THOUGH THEIR ESTABLISHED COMMUNITY ORGANIZATIONS, HAVE THE OPPORTUNITY TO SELECT A PRINCIPAL FOR THE BANCROFT ELEMENTARY SCHOOL, WHICH POST IS NOW VACANT.

THEIR SINGLE INTEREST IS TO OBTAIN A PRINCIPAL WHO HAS DEMONSTRATED NOT ONLY ADMINISTRATIVE COMPETENCE BUT A SINCERE INTEREST IN THE EDUCATIONAL WELFARE OF EVERY CHILD IN THE SCHOOL, WHICH TAKES PRECEDENCE OVER ADHERENCE TO TRADITIONAL, STATIC ATTITUDES AND POLICIES. THE CENTRAL SCHOOL ADMINISTRATION HAS NOT SELECTED PRINCIPALS ON THIS BASIS IN THE PAST AND HAS INDICATED NO DISPOSITION TO DO SO IN THE FUTURE. AS A MATTER OF FACT, IN THE FACE OF CONTINUED REBUFFS BY THE PRINCIPAL AT ADAMS SCHOOL TO PARENTS SEEKING IMPROVEMENT IN THAT SCHOOLS ACADEMIC QUALITY, THE CENTRAL ADMINISTRATION HAS STATED TO PARENTS THAT THE PRINCIPAL, WHO HAS BEEN ON PROBATION, WILL BE MADE PERMANENT AND THERE WILL BE NO CHANGE WHAT SO EVER AT THE SCHOOL.

PARENTS AT BANCROFT SCHOOL ARE DETERMINED TO AVOID THIS KIND OF ARBITRARY DICTATION AND THE KIND OF PRINCIPAL THEY PROBABLY WOULD HAVE TO SUFFER UNDER SUCH PROCEDURES.

A TEACHER'S VIEW OF COMMUNITY CONTROL

MANY SIGNIFICANT CHANGES IN THE TEACHING PROFESSION ARE SEEN IN THE NEAR FUTURE. THIS IS A RESULT OF THE CONTINUING ADVANCE IN TECHNOLOGY, EDUCATIONAL THEORY, UNIONIZATION AND COMMUNITY CONTROL OF SCHOOLS. EACH OF THESE FACTORS CAUSES CONCERN AMONG MANY TEACHERS ABOUT THEIR PERSONAL SECURITY AND POTENTIAL FOR ADVANCEMENT.

THIS IS TRUE PARTLY BECAUSE MANY OF THE NEW IDEAS AND CONCEPTS ARE NOT EASILY UNDERSTOOD OR GRASPED, GIVEN THE STRONG TRADITIONAL

BACKGROUND THAT SO MANY OF US HAVE. THE RESULTING APPREHENSION AMONG SCHOOL STAFFS, THEREFORE, HAS CREATED MUCH CONFUSION AND TENSION IN PRIVATE SCHOOLS, PUBLIC SCHOOLS AND EVEN IN COLLEGES.

IT IS IMPORTANT, FIRST, TO RECOGNIZE AND ADMIT THAT MANY OF OUR ATTITUDES AND TECHNIQUES ARE NOT HELPING US TO UNDERSTAND THE PROBLEMS, FEELINGS AND CAPABILITIES OF THE CHILDREN THAT WE WANT TO TEACH. WE AS INDIVIDUALS ARE NOT ENTIRELY RESPONSIBLE FOR THIS LACK OF AWARENESS, NOR DO I BELIEVE THOSE WHO ARE SEEKING SOLUTIONS THROUGH COMMUNITY CONTROL HOLD US TOTALLY ACCOUNTABLE FOR IT. MOST OF US GREW UP IN AN EDUCATIONAL CLIMATE THAT WAS PRETTY RIGID AND DOCTRINAIRE AND IN WHICH IT WAS ASSUMED THAT PERSONS WITH EDUCATIONAL TRAINING AND EXPERIENCE HAD CORRECT ANSWERS TO EVERY ASPECT OF TEACHING. TEACHING METHODS AND PROGRAMS, THEREFORE, WERE QUITE STANDARDIZED AND IT WAS ASSUMED THAT CHILDREN WHO COULD NOT OR WOULD NOT ACHIEVE WITHIN THAT STANDARD FRAMEWORK WERE EITHER INCAPABLE OR INCORRIGIBLE.

IF WE AS TEACHERS ARE TO BE REALLY PROFESSIONAL, WE MUST UNDERSTAND THAT THE STRESSES AND STRAINS ENDURED EVERYDAY BY OUR STUDENTS AND THEIR FAMILIES IN THIS LESS THAN EQUITABLE SOCIETY, WILL NOT PERMIT THEM TO FUNCTION IN ACCORDANCE WITH STANDARD ATTITUDES AND TECHNIQUES NOT BASED ON THEIR SPECIFIC BACKGROUNDS AND LIFE-PROBLEMS.

IN THE FIELDS OF SCIENCE AND TECHNOLOGY THE NEED TO INNOVATE CONTINUALLY, DISCARDING UNPRODUCTIVE ATTITUDES AND THEORIES, IS EASILY ACCEPTED BY MOST OF US. THIS OPEN-MINDED CLIMATE HAS MADE IT POSSIBLE TO ACHIEVE SPECTACULARLY IN THEIR FIELDS. THE DIFFERENCE IS THAT IN SCIENCE AND TECHNOLOGY THE END RESULT IS THE IMPORTANT, CHERISHED OBJECTIVE. NOT THE PRESERVATION OF OR VINDICATION OF EXISTING METHODS OR PRACTISES.

WE MUST ADOPT THE SAME ENTHUSIASM FOR A SUCCESSFUL END-PRODUCT IN THE EDUCATION OF OUR STUDENTS, RATHER THAN PRESERVE CHERISED BUT INEFFECTIVE METHODS GIVEN TO US BY OUR FOREBEARS WHO FACED ENTIRELY DIFFERENT PROBLEMS THAN WE DO. CERTAINLY, WE WILL FEEL MORE SECURE WHEN WE KNOW THAT WE ARE DEEPLY INVOLVED IN PROGRAMS DESIGNED TO UNDERSTAND, ACCEPT AND CARE MORE ABOUT CHILDREN, AS A PRELUDE TO THE KIND OF EXCITING CREATIVITY THAT WE SEE IN MORE SUCCESSFUL FIELDS OF ENDEAVOR SUCH AS SPACE EXPLORATION.

WITH THIS ATTITUDE, I BELIEVE WE COULD RECOGNIZE THAT OUR INTEREST IS THE SAME AS THE COMMUNITY'S AND ACCEPT COMMUNITY CONTROL, NOT AS ARBITRARY DICTATION, BUT AS A MANIFESTATION OF MAXIMUM DESIRABLE COMMUNITY INTEREST. AND THE COMMUNITY, FAVORABLY DISPOSED TOWARD THE TEACHING STAFF, WITH WHOM THEY HAVE MORE INTIMATE AND POSITIVE RELATIONS, COULD HELP TO FREE TEACHERS FROM MUCH OF THE ARBITRARY AND BUREAUCRATIC CONTROL OF THE DOWNTOWN ADMINISTRATION. AS YOU KNOW, THE ADMINISTRATION DOWNTOWN HAS MANY OF US APPREHENSIVE ABOUT FOLLOWING REALLY USEFUL INNOVATIVE PROGRAMS AND HESITANT TO INSIST

ON ADEQUATE MATERIALS, SUPPLIES AND FACILITIES.

I SEE THE REAL CONTROVERSY, NOT BETWEEN TEACHERS AND PARENTS, WHO ARE REALLY NATURAL ALLIES, BUT BETWEEN PARENTS AND AN UNCONCERNED CENTRAL SCHOOL ADMINISTRATION WHICH DOES NOT ENCOURAGE OR ALLOW TEACHERS TO BE AS EFFECTIVE AS THEY CAN BE.

THROUGH COMMUNITY CONTROL STRONG COMMUNITY INFLUENCE CAN RELIEVE US FROM BUREAUCRATIC LIMITATION.

FOR THESE REASONS, AS A TEACHER CONCERNED ABOUT DECLINING READING SKILLS AND OTHER PROBLEM AREAS, I SUPPORT COMMUNITY CONTROLLED SCHOOLS.

D. C. SCHOOL ACTION COUNCIL
2407 - 18TH STREET, N. W.
WASHINGTON, D. C.

CHARLES I. CASSELL, CHAIRMAN
MICHAEL SEARLES, VICE CHAIRMAN
HAZEL OVERBY, CORR. SECRETARY
JEAN EILAND, SEC'Y TREASURER

THIS IS A BI-WEEKLY PUBLICATION OF THE D. C. SCHOOL ACTION COUNCIL. WE ASK A SUBSCRIPTION PAYMENT OF $2.00 PER YEAR, OR WHATEVER YOU CAN AFFORD. THE PRICE FOR AN INDIVIDUAL COPY IS 10¢. INFORMATION OR ARTICLES FROM PARENTS OR STUDENTS ARE GLADLY RECEIVED AND WILL BE PUBLISHED AS SPACE PERMITS.

THE SARGENT-AT-ARMS

D. C. SCHOOL ACTION COUNCIL

Saturday, April 19, 1969 Ten Cents

HOBSON SAYS SCHOOL SUPERINTENDANT AND SCHOOL ADMINISTRATION FACE PROBABLE COURT ACTION

Julius Hobson, the School Board member whose suit agianst the school system brought about a landmark decision abolishing school segregation and the track system, said today that his investigation of the school administration's response to the decision may well result in contempt ciations for the superintendant of schools and others responsible for carrying out the terms of the court order.

MR. HOBSON RECENTLY RECEIVED A GRANT FROM THE PHILLIP STERN FOUNDATION to determine whether the Skelley Wright decision in the Hobson V. Hanson case is being carried out by the school administration. Parents, teachers and students throughout the city claim that it is not. They contend that the track system in still in effect in many shcools, that expenditures per pupil remain substantially lower in the predominantly black schools, and that classrooms are still badly overcrowded in the poorer communities.

At the second School Board meeting last January Hobson asked the superintendant, Dr. William E. Manning, to respond by April 15th to a lengthly series of questions regarding implementation of the court decision. Mr. Hobson announced yesterday that the response to one of his questions revealed that the number of books provided each student at Wilson High School (essentially white and affluent) was twenty one, while the average for schools in the poorer communities was seven. Since this kind of imbalance in favor of the affluent areas constitutes non-conformity with the court instructions, Hobson believes the school administration and others are in contempt.

ADAMS-MORGAN PARENTS CRITICAL OF NELSON ROOTS FOR ASKING PRINCIPALS TO APPOINT COMMUNITY MEMBERS TO SCHOOL BUDGET COMMITTEE

Parents in the Adams-Morgan area believe that community members of the D.C. School Budget Committee should be selected by the community. Mr. Nelson Roots, School Board member from Ward No. 1, requested principals to appoint people to the committee. This drew strong criticism from from parents since in many instances school principals are hostile to the parents who are most active and concerned about the quality of education in our schools.

Mr. Isaac Long, a member of the EMERGENCY COMMITTEE FOR ADAMS SCHOOL, strongly objected to this procedure, to which Mrs. Gertrude Swann, principal of the Adams Elementary School, replied that her appointees had "long years of service to the Adams School."

Continued on next page....

NATIONAL REHABILITATION ASSOCIATION — REGION III

MARCH 24-27, 1968 Marriott Motor Hotel WASHINGTON, D. C.

PROGRAM

GENERAL THEME: "A CHANGING SOCIETY - CHALLENGE TO REHABILITATION"

SUNDAY, MARCH 24

* 11:00 a.m. - 7:00 p.m. REGISTRATION, Persian III
* 7:00 p.m. - PRESIDENT'S RECEPTION, Persian III (Courtesy D. C. Chapter)

MONDAY, MARCH 25

* 9:00 a.m. - REGISTRATION, Persian III
* 10:00 a.m. - OPENING SESSION, Persian I

Presiding: Leslie B. Cole, President Region III

Welcome to Washington: To be announced

Greetings: Terence E. Carroll President, D. C. Chapter, NRA

Keynote Address: Charles E. Odell, Director U.S. Employment Service Bureau Employment Security U. S. Department of Labor "A Changing Society — Challenge to Rehabilitation"

* 12:00 noon - LUNCHEON, Chesapeake Room Policeman's Role in Rehabilitation
* 2:00 p.m. - 5.00 p.m. - GENERAL SESSION, Persian I

Theme: NEW AREAS OF CHALLENGE

Presiding: Norman W. Pierson, Director D.C. Dept. of Voc. Rehabilitation

THE PUBLIC OFFENDER
Speaker: E. Preston Sharpe, Ph.D. Executive Secretary American Correctional Assn. Washington, D.C.

THE SOCIALLY & FINANCIALLY IMPOVERISHED
Speaker: Julius Hobson Div. of Program Research Social Security Administration U.S. Dept. HEW

THE AGED
Speaker: William Oriel, Staff Director Senate Special Committee on Aging Washington, D. C.

DISABLED & DISADVANTAGED YOUTH
Speaker: To be announced

HIGHLIGHTS & SUMMARY
Speaker: E. B. Whitten Executive Director, NRA

TUESDAY, MARCH 26

* 9:00 a.m. - GENERAL SESSION, Persian I Theme: METHODS OF MEETING NEW CHALLENGES

Presiding: Joseph Hunt, Commissioner Rehabilitation Services Admin. U. S. Dept. HEW

INNOVATIVE APPROACHES IN THE PROVISION OF SERVICES
Speaker: James Alexander Center for Community Planning U. S. Dept. HEW

REHABILITATION SERVICES FOR THE PUBLIC OFFENDER
Speaker: Ellis MacDougall, Director Dept. of Parole and Probation South Carolina

And

Dill D. Beckman, Director Dept. of Vocational Rehabilitation South Carolina

DRUG ABUSE & REHABILITATION
Speaker: Efren Ramirez, M.D., Commissioner Addiction Service Agency, N.Y.C.

HIGHLIGHTS & SUMMARY
Speaker: Terence E. Carroll, Director National Institutes on Rehabilitation & Health Services Washington, D. C.

* 12:00 noon - LUNCHEON, Chesapeake Room
* 2:00 p.m. - 5:00 p.m. CONCURRENT GROUP MEETINGS (Professional & Business)

FEATURES TO BE ANNOUNCED

NRCA - M. Eugene Spurrier "The Role of the Counselor Aide"
JPD - James S. Massenburg
NADE - Howard Jones
VEWAA - Dick Longfellow
ASPD
Council State Administrators - R. Kenneth Barnes, Chapter Presidents - Cornelius Williams

* 7:30 p.m. - BANQUET, Chesapeake Room Honoring: Edith Green, House of Representatives U. S. Congress

Presiding: Leslie B. Cole President, Region III

Program to be announced

WEDNESDAY, MARCH 27

* 9:00 a.m. - BUSINESS MEETING, Persian I

Presiding: Leslie B. Cole President, Region III

* 10:30 a.m. - CLOSING ADDRESS New Orleans and the Future

Presiding: E. B. Whitten, Executive Director, NRA

* 12:00 noon - ADJOURNMENT
* 1:30 p.m. - MEETING OF THE BD. OF DIRECTORS 1968-69

Presiding: Harry A. Wellons President, Region III, 68-69

Facility Visits by Arrangement

Wayne
Wayne

DISTRICT OF COLUMBIA CITIZENS

BULLETIN BOARD

FOR BETTER PUBLIC EDUCATION, INC.

Volume 2, No. 7 95 M Street, S.W. Washington, D.C. 20024, Tel: 484-7030 November, 1971

SCHOOL BOARD ELECTION - 1971

The Candidates

All candidates for a seat on the Board of Education were asked to complete a questionnaire prepared by DCCBPE. This issue of the Bulletin Board is based on their answers. Each candidate was asked for biographical information, why he (or she) is a candidate, and to state in 100 words or less, what he hoped to accomplish as a board member. Statements of 100 words are printed verbatim. Lengthier ones were edited to meet space requirements. DCCBPE does not endorse candidates for election to the Board of Education. Our aim is to be as informative and as objective as possible.

AT LARGE

ANITA F. ALLEN, 301 Oneida St., N.E. – government official, U.S. Office of Education; 4 children; three graduated from public school, one from private school. Mrs. Allen was appointed to the Board of Education in 1967, and won a seat on the first elected board in 1968. She has been a vice president of the board, and president since 1970. She is a member of the D.C. Council of Administrative Women in Education, the Higher Education Group, the American Institute of Parliamentarians, the Lamond-Riggs Civic Association, and the Baptist Ministers Wives Association.

MARION S. BARRY, 2407 15th St., N.W. – executive director of Operations, Pride, Inc.; no children. Mr. Barry is a member of the Health and Welfare Council, the Urban League, the Superintendent's Advisory Council, and the Drug Advisory Council of the Department of Human Resources.

KEITH JONES, 1701 Massachusetts Ave., N.W. – Did not respond to questionnaire.

IRA L. MOSELEY, 5212 4th St., N.W. – teacher, Hamilton Junior High School; only child is college graduate.

WARD 1

JAN BAILEY, 2400 16th St., N.W. – Did not respond to questionnaire.

ILIA L. BULLOCK, 3201 11th St., N.W. – Did not respond to questionnaire.

THE REV. RAYMOND B. KEMP, 1425 V St., N.W. – Roman Catholic priest and community organizer; no children. Father Kemp is a member of the DCCBPE executive committee, education chairman of the Inter-Agency Staff Committee for Children and Youth, and has worked with other youth oriented programs in Ward 1.

MOSS H. KENDRIX, 2112 New Hampshire Ave., – Did not respond to questionnaire.

NORMAN C. NEVERSON – Did not respond to questionnaire.

NELSON C. ROOTS, 607 Irving St., N.W. – real estate and casualty insurance broker; no children. Mr. Roots was elected to the school board in 1968, and has been chairman of the Committee on Appeals and Grievances since 1970. He has a long record of service with community and civic organizations. He has been deputy chairman of the Interfederation Council of Civic Associations since 1966, and served two terms as president of the D.C. Federation of Civic Associations. He has also been a member of several commissions and advisory councils on recreation, vocational and continuing education and has served with task forces dealing with urban problems.

AMIEL P. SUMMERS, 1815 Kalorama Rd., N.W. – automotive training manager for the Training Corporation of America; 4 children, three enrolled in public schools. He helped establish the Adams Community School and served two terms as president of the community school board. He has also worked with youth recreation programs in the Mayfair-Parkside and Lamond-Riggs neighborhoods.

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WARD 4

NELSON S. BURKE, 4326 Blagden Ave., N.W. – deputy director for civil rights, Manpower Administration, U.S. Department of Labor; has two children in public schools. Mr. Burke is a former teacher and principal in the public schools and is currently a part-time faculty member at Federal City College. He is a past president of the Powell PTA and a member of DCCBPE, the Urban League, NAACP, American Federation of Teachers, Common Cause, and the Rock Creek East Civic organization.

JEANNINE SMITH CLARK, 1844 Randolph St., N.W. – housewife, former teacher; has 3 children, two in college and one in parochial school. Mrs. Clark has been a volunteer organizer for DCCBPE and the Urban League. She has been an officer in the West and Godron PTAs and the Deal H&SA. She is a member of the board of the Health and Welfare Council, the Smithsonian Institution Volunteer Advisory council, the East Rock Creek Neighborhood League and other civic, service, church and youth oriented organizations.

RICHARD R. CLARK, 328 Farragut St., N.W.– lawyer, member of Federal City College faculty; 3 children enrolled in public school. Mr. Clark is a member of several professional legal organizations, the board of directors of the Urban Rehabilitation Corporation, Neighborhood Legal Services program and the NAACP.

HOWLAND (HILDA) M. MASON, 1459 Roxanna Rd., N.W. – former teacher and administrator; mother of two now in college. Mrs. Mason is a member of the board of the All Souls Church Housing Corporation, chairman of the policy committee on the 14th Street Urban Renewal Project Area Committee, the Committee for Community Action for Public Education, the Urban League, and Neighbors Inc.

WARD 5

ROBERT ARTISST, 1353 Otis St., N.E. – employee of the Urban Institute, a commercial artist and president of Living Design, Inc.; one child enrolled in parochial school. Mr. Artisst has worked with the Urban League, SCLC, the Junior Police and Citizens Corps, and the LeDroit Park and Brookland Citizens Associations. He is a trustee of the Cultural Gallery Workshop, sponsors of an art program for inner city children.

WILLIAM E. JOHNSON, 2413 Newton St., N.E. – Did not respond to questionnaire.

DR. OSCAR L. MIMS, 1744 Allison St., N.E. – chief education advisor, Department of Housing and Urban Development; 3 children enrolled in public and parochial school, and college. Dr. Mims has been a public school teacher and administrator. He is a member of the Urban League, NAACP, NEA, American Federation of Teachers, the Queens Chapel Civic Association and the National Community School Educational Association.

THE REV. PHYLLIS E. SLOAN, 2705 13th St., N.E. – Federal City College faculty member, psychologist and minister; no children. She has worked for the Center for Youth and Community Studies at Howard University and evaluated teacher aide programs. She helped formulate admissions policies at FCC, has worked in Head Start and recreation programs, was a member of the board for Project OPEN, and a member of the Girl Scout Council.

WILLIAM R. SPAULDING, 1905 Randolph St., N.E. – engineer at Ft. Meade; 3 children in public schools. Mr. Spaulding is a past president of the Burroughs PTA, and the 3A Area Council DCCPTA. He is also a past president of the Woordridge Civic Association, and a member of the Federation of Civic Associations, the Mayor's Advisory Committee for Fort Lincoln, the Superintendent's Advisory committee, and has served as an advisor for the Office of Tutorial Services.

MATTIE G. TAYLOR, 2307 Woodbridge St., N.E. – project director for the Work Incentive Program, D.C. Manpower Administration, U.S. Department of Labor; 5 children enrolled in public schools. Mrs. Taylor was elected to the school board in 1968. She is presiding officer for the 5th Ward School Council, past president of the Inter-Agency Staff Committee for Children and Youth, and a member of the National Capital Personnel and Guidance Association, the Area 14 Neighborhood Planning Council, Woodridge Civic Association, and the Job Corps Community Advisory Council.

LEAFORD C. WILLIAMS, 1037 Crittenden St., N.E. – Did not respond to questionnaire.

WARD 6

THE REV. JESSE F. ANDERSON, 252 10th St., S.E. – Episcopal priest and Manpower Specialist, office of Youth Opportunity Services; 5 children, 4 in parochial schools. He is founder and executive director of Southeast Enrichment Center, has been a faculty member at Federal City College and Southeastern University, is chairman of the Friendship House Board of Directors, chairman of the Capitol East Citizens for Good Code Enforcement, and a past chairman of the Neighborhood Planning Council Area 16.

RICHARD BROWN, 603 A St., S.E. – education specialist for CECO; guardian for two children in public school. He is chairman of Capitol Hill Citizens for Better Education, vice chairman of the Capitol East Community Organization, member of the D.C. Public Library advisory council and has worked with public school task forces on special education and adult education, and the secondary schools dropout program.

VOTE – VOTE – VOTE
NOVEMBER 2

DURAND A. FORD, 347 11th St., S.E. – student at Federal City college; two children in public schools. He has done volunteer work with the Narcotics treatment administration.

MARILYN E. MORRIS, 2418 T St., S.E. – Did not respond to questionnaire.

MARTHA S. SWAIM, 649 Maryland Ave., N.W. – kindergarten teacher; 3 children, two enrolled in public school. Mrs. Swaim was elected to the Board of Education in 1968. She is a member of Circle-On-The-Hill for Friendship House and the Peabody-Edmonds PTA.

WARD 7

EDWARD L. HANCOCK, 54 54th St., S.E. – model maker, Naval Ordnance Lab; 4 children, three in public school, one college graduate. Mr. Hancock was elected to the Board of Education in 1968. He has been a delegate to the National Association of School Boards, active with the Federation of Civic Associations, the Southeast Council of Civic Associations and the Capitol View Civic Association. He has also worked with several advisory councils on housing, narcotics addiction, and health problems, and is a member of the 6th District Police Advisory Council, the Project Build board of directors and the Area 4-A Council of PTAs.

DELORES D. PRYDE, 2926 W St., S.E. – research analyst; 4 children, two in public school and two in college. She is a member of the Area 4-A Council of PTAs, the Randle Highlands and Kramer Junior High PTAs, and the Penn-Naylor Civic Association.

JAMES T. SPEIGHT JR., 3695 Highwood Dr., S.E. – executive director Southeast Neighborhood House; 3 children; one completed public schools, two preschoolers. He is president of the board of directors of Capitol Hill Montessori School, member of the board of directors of the Anacostia Community School Project, and served on the selection committee for the superintendent of schools. He is also education chairman for the Garfield-Douglass Heights Civic Association, and has worked with Project OPEN, the 6th District Police Advisory Council, Penn Branch Citizens Association, and the Anacostia Citizens and Merchants Association, and the Anacostia Economic Development Corporation.

". . .I Am Running for Election. . ."

ALLEN (At-large) – "Because I believe it is possible to bring about improved educational opportunities working inside the system. The knowledge I have gained and the experiences of the past four years are important elements in the improvements of the future."

BARRY (At-large) – "I decided 11 years ago to spend my time and energy helping others. Pride is one example of that commitment, and service on the school board would be a further extension of my commitment. I believe that I can bring some order and direction to the school board so that it deals with educational and not personality issues."

MOSELEY (At-large) – "In view of my experience in public education at all levels, and in view of the emergency situation in public education here, I have decided to step forward from the teaching ranks and offer whatever expertise I may have as an educator to the solution of the problem at hand."

KEMP (Ward 1) – "Because of the insistent demands of those members of the Ward 1 community with whom I have worked over the past four years."

ROOTS (Ward 1) – "Because the people of my Ward elected me in 1968, and after three years of service, I feel that I have learned a lot about the D.C. school system, its problems and needs. I also feel that I have made a worthwhile contribution to the efforts of improvements that will bear fruits and become evident to those not on the Board, and especially to the future quality of our youth now in the public schools of the District."

SUMMERS (Ward 1) – Mr. Summers did not answer this question directly, but referred to his press release which said that "the educational process must be totally revamped and revitalized."

BURKE (Ward 4) – "I have two youngsters in the D.C. schools and two who have graduated. I am a product of the D.C. schools. My great-grandfather, Alfred E. Jones, for whom the Walker-Jones school is named, was the first black to serve on the D.C. board at the turn of the century, so there is a long family tradition of interest in education. My primary concern is to give great support to bringing the children of Washington D.C. the kind of education they deserve as American citizens which is necessary for a stable society."

J. CLARK (Ward 4) – "Because I believe the quality of leadership in our public school system leaves much to be desired. Many people have expressed dismay and indignation over the lack of significant improvement in the quality of public education. I credit much of this lack of progress to the leaders who are more concerned with personality conflicts than with the education of our city's children. I hope to direct public attention to the positive steps each of us can take to improve out children's chances for self development and self realization."

TO: *ALL SCHOOL PRINCIPALS*

Have you sent us the name of your parent organization president? Please call us at 484-7030, or send the name, address and telephone number to: DCCBPE, 95 M St., S.W., Washington, D.C. 20024. Thank you.

R. CLARK (Ward 4) – "Because I am a concerned parent of 3 children, I would like to see some improvement in the public schools. As a lawyer, I feel that I could render a service to the public by focusing on certain legal issues which come up in the various school board meetings. I am a product of the D.C. schools and I have a vested interest in the school system."

MASON (Ward 4) – "Because I believe I have the skills needed to bring people together to form a consensus, thus helping the Board become task-oriented. I can help the Board form an alliance between administration, parents, students and teachers to reallocate resources and to reform the structure so that decision making powers can be shared. I can help the Board develop an educational philosophy consistent with the needs and aspirations of the community."

ARTISST (Ward 5) – Mr. Artisst did not answer this question directly. He referred to his publicity material which says that he is running as "a concerned citizen, father of one and friend of many, representing a cross section of the city."

MIMS (Ward 5) – Dr. Mims did not answer this question directly, but referred to his position statement which said that "I am prepared to offer my services and expertise in creating the atmosphere which will be conducive to quality education; I am prepared to make a sincere commitment to finding the solutions to our city's problems."

SLOAN (Ward 5) – "Because I think that we need a catalyst of new ideas to change a sluggish school system which cripples its students. I have some new ideas which I know would benefit the students and the community. I want to see our schools come up to the level which they can. I want to see the children receive the quality education to which they are entitled."

SPAULDING (Ward 5) – "Because I have the training, experience and temperament necessary to identify and deal with the real problems that face the members of the Board of Education."

TAYLOR (Ward 5) – "To continue as a worker and advocate for the rights of our city's children to have the high caliber educational preparation they need and deserve. And to see that the Ward 5 community is adequately represented on all school issues and services."

ANDERSON (Ward 6) – "It is very evident that the children of this city are receiving an inferior education. This is not necessary. Public education can produce good students but our present system is cheating the student and the tax paying citizen. It is with an eye toward improving this system, a change to good creative quality education and in response to the request of innumerable citizens that I am running for the Ward 6 seat."

BROWN (Ward 6) – "To seek quality education for all children in the D.C. Public Schools."

FORD (Ward 6) – "Because I am concerned about the existing problem in the D.C. schools."

SWAIM (Ward 6) – "I believe that my 3 years of experience enable me to support a plan for real change in the public schools. I have the knowledge and the will to fight for what we need in Ward 6 – and citywide, and I plan to do just that."

HANCOCK (Ward 7) – "To continue and build on my 3 years experience in board service for my community; to give the community the proven dedication as evidenced by perfect attendance for the entire term at all board and committee meetings; and to continue a harmonious, productive rapport with top echelon and teachers."

PRYDE (Ward 7) – "Because I am, and always have been a believer in public education. I have worked with the PTA at both the local and state level and I feel competent that I could help in steering the board into becoming a cohesive unit capable of making policy so as to re-establish public confidence and increase productivity."

SPEIGHT (Ward 7) – Mr. Speight did not answer this question.

ELECTION ROUNDUP

WHAT: *Election to fill six seats on the Board of Education. The seats are now held by Anita Allen, Nelson Roots, Muriel Alexander, Mattie Taylor, Martha Swaim and Edward Hancock. All incumbents, except Mrs. Alexander, are candidates for re-election.*

WHO: *In addition to the five incumbents, 25 other candidates are seeking election.*

WHEN: *Tuesday, Nov. 2, 1971 is Election Day. All registered voters, 18 years and older, may vote. For information about your voting precinct, call the D.C. Board of Elections, 347-0488. All voters may vote for one at-large candidate. Voters residing in Wards 1, 4, 5, 6, and 7, may also vote for a ward candidate.*

AND IF: *A candidate does not win 50% of the votes cast (in his ward for ward seats, and at-large for that seat), there will be a run-off election, Tuesday, Nov. 23. Winners will take their seats on the Board in January, 1972 for a four year term.*

DCCBPE NEEDS YOUR HELP. . JOIN TODAY. . .RENEW TODAY

NAME _____

ADDRESS _____

_____ **(zip code)**

HOME PHONE _____ **BUSINESS PHONE** _____

Sustaining Memberships: **$25.00** Participating Memberships **$5.00**
Supporting Memberships: **$10.00** Other:

Please make checks payable to: "D.C. Citizens."
Donations are tax deductible.

". . .And if I Am Elected. . ."

ALLEN (At-large) "I will insist on focusing our goals as a school system on meeting the needs of children in the classroom. We must evaluate our progress by how well children are progressing and by how well they are prepared either for higher education or for meaningful employment. To make our system child-oriented, we must as high priority, see that the administrative structure is modernized – planning, budgeting, accounting, personnel administration and deliver of services and materials – to support the classroom teacher, the most important element in achieving quality education. I wish to see developed maximum individual fulfillment for meaningful community improvement."

BARRY (At-large) – "I propose to create a positive tone so that the board can be an example to educators, teachers, students and parents. I would establish an advisory committee of administrators, teachers, parents and students to meet with me regularly in order to be aware of mutual concerns. I will also work to include a recall provision in the Election Act so that the community will have an opportunity before the end of four years to remove those members not acting in the interests of the children. My hope is to save the children."

MOSELEY (At-large) – "My main goals are to have a more qualified board; decentralization; decreased school violence and improved student behavior; improved inservice training programs; reconstructed curriculum at all levels; synchronize teacher salary levels with the best paying systems; improve supply system; raise the level of school administration; improve relations between the union and the board; increase community involvement in school programs; increase emphasis on elementary and special education; decrease material losses; raise reading and math levels; improve approaches to drug problem; increase accountability in all areas of administration; encourage research in public education."

KEMP (Ward 1) – "I would concentrate on the schools of Ward 1 and contribute toward the organization of the community around the schools. I can bring a note of rationality to the school board which has been plagued by emotional and wasteful deliberations. The board needs to recognize its role as a policy making group and not as a super-administrative group or 'Committee Superintendent.' The citizens of the District, the dedicated teachers and administrators and the school board must organize and demand a better education for the youth of the city."

ROOTS (Ward 1) – "I hope to assist the efforts of the Superintendent and his assistants, along with the efforts of the personnel and staff, to bring quality education to our schools and the young and adults who seek education therein."

SUMMERS (Ward 1) – "I would work for a united community to save the children; increased community involvement in the schools; a fair system for teacher performance evaluation; a clear division of the responsibilities of Superintendent Hugh Scott and the Board of Education, and student participation in the planning and design of programs to meet their needs."

BURKE (Ward 4) – "I hope that out of these elections there will emerge a coterie of people which will stabilize the Board of Education and the superintendent's office so that the schools can get on with the important business of educating youth. Dr. Scott needs an opportunity to run the schools without interference from a divided and often hostile board. We need to eliminate the adversary relationships that begin with the board and permeate the system. We need to pull teachers, parents and students in on any policy decisions that affect them, and greatly improve the climate of the schools across the city."

J. CLARK (Ward 4) – "I intend to work for quality education for all the children, their parents and teachers through board cohesiveness, broader community-school involvement, an earlier age for enrollment – (4 years of age for first grade for all children who indicate readiness) – an updating of curriculum to meet the changing needs of the world of work; special attention to voluntary programs which provide meaningful integrated learning opportunities; a special office of union-management relations; school approved travel agencies for all school tours outside the city; and creative partnerships with voluntary agencies to provide for the educational needs of children with problems."

R. CLARK (Ward 4) – "I would support the hiring of teacher aides to assist in classrooms and lunchrooms; support Dr. Scott's decentralization plan; work for safer schools by recommending that all personnel and pupils carry identification cards; provide free lunches for all elementary school pupils; provide free bus transportation for all pupils; and eliminate drug traffic in the schools."

MASON (Ward 4) – "I shall exert every effort to help

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the board develop into a sensitive, problem-solving institution, responsive to the needs of the community. I would work for revitalization of the educational program to prepare students to cope with and survive in the 21st century. I would help the board to form an alliance between administrators, parents, teachers and students to reallocate resources and to share the power to determine educational policies, including curriculum, expenditures, staffing and educational emphasis."

ARTISST (Ward 5) – "I would work for a full-time, salaried school board; 10 month school year; four hour day for secondary students; fiscal independence from Congress; board and administrative unity; decentralization; and a student Bill of Rights."

MIMS (Ward 5) – "I would take positive action to eliminate the many problems of our schools such as the role of the school board, the lack of accountability, inadequate school financing, and the absence of comprehensive planning."

SLOAN (Ward 5) – "I would work for lowering the school starting age to 3; higher salaries and better working conditions for teachers; hiring additional teachers and aides; an incentive plan for learning, and better facilities for mentally and physically handicapped children."

SPAULDING (Ward 5) – "I hope to make the D.C. public schools a model for other urban school systems that are desirous of giving students a meaningful and effective education."

TAYLOR (Ward 5) – "I will continue working for a student-focused school system that sets policies, directs resources and takes actions based on the needs and best interests of the children; for public education business to be conducted in open sessions; to reconstitute and expand the right and opportunity for citizens to express their views and concerns on educational matters; and for individual diagnosis and prescription of student strengths and weaknesses. I will work for decentralization, equity in services and resources, a full year educational program, and establishing a relationship of respect, trust and cooperation between the superintendent and the board."

ANDERSON (Ward 6) – "It is my aim as a member of the Board of Education to bring forth a body that will work toward the sole object of improving the quality of education for the children and youth of this city. To insure that all of our students learn to read, to do math, and to develop creative thinking habits which will allow them to become "good thinkers" whereby they can survive and move ahead in this society. And finally to obtain all of the necessary programs and resources to make this a reality."

BROWN (Ward 6) – "I will fight for changes in the D.C. schools by enforcing quality and fairness in all schools, and providing quality education for all children. My personal priorities as a board member would be to function in such a way as to impart an atmosphere of equity and fairness to the children, to the school administration, and to the community."

FORD (Ward 6) – "I favor an effective drug program within the schools; a continuing program for pregnant school age girls; psychological counselling; student involvement within the schools; more community involvement within the schools; a close relationship between board members, the schools and the community; and establishment of an Educational Trust Fund, whereas all the money alloted for education will be used within the school system only; all monies not used during any given school year will remain in the Trust Fund instead of being turned over to the D.C. Treasurer."

SWAIM (Ward 6) – "I will continue my record of hard-working, honest service to the students, parents and schools of Ward 6. I will support the superintendent in his plans for decentralization. He deserves a chance. I hope to contribute my knowledge and experience as part of a team effort by a responsible Board of Education, along with the superintendent to turn around the D.C. schools over the next four years. I hope to see the replacement of Lovejoy and Lenox schools (without taking housing), and the renovation or rebuilding of Eastern high school."

HANCOCK (Ward 7) – "I hope to accomplish the elusive objective – quality education for all D.C. students by moving towards reality (1) the Academic Achievement Project, (2) career and vocational educational programs (3) improved personnel and fiscal (payroll) practices, and (4) the development of a comprehensive set of rules as documented in the Brickle Report. For my ward, the development of the ward's first, and the city's finest high school – Woodson; continued recognition and respect for the former under-represented areas east of the Anacostia; extension of the community school concept and strengthening of the Spingarn Instructional Unit, all begun under my present administration."

PRYDE (Ward 7) – "I would certainly hope to help re-establish public confidence and increase productivity of the board as well as strive to make its internal development into a cohesive unit capable of making policy. I would work for development and implementation of programs that lead to visible improvement in the education of our children; act in such a way that the board would develop into a body capable of developing policies that improve the educational lot of all children – urge greater emphasis on teaching, and learning, and the reduction of administrative overhead."

SPEIGHT (Ward 7) – "I pledge to work for decentralization, greater community involvement in solving school problems and developing school programs; an expanded, more creative early childhood education; greater teacher participation on issues of professional concern; career development for all employees; drug abuse education; and more creativity and practicalness included in the curriculum."

VOTE NOVEMBER 2

DISTRICT OF COLUMBIA CITIZENS

BULLETIN BOARD

FOR BETTER PUBLIC EDUCATION, INC.

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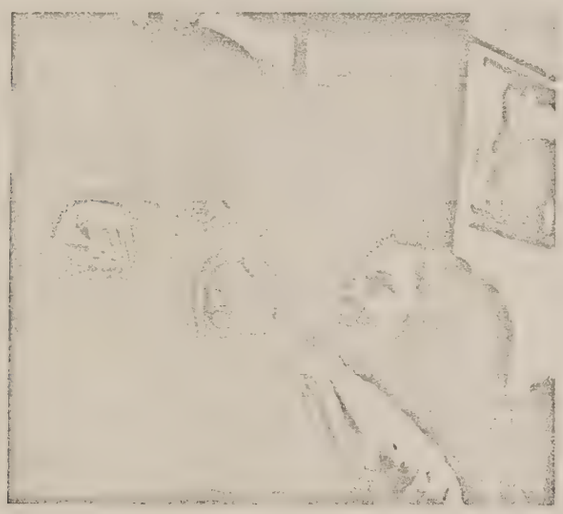

As another school year draws to a close in Washington, look at the faces of these children. There is zest for life and joy reflected in their faces. Did their classroom experiences keep that joy alive this year? Isn't that what education should do? (Photo by Carl Purcell, NEA)

DCCBPE ANNUAL MEETING: MAY 26

A discussion of education and city affairs by Senator Thomas Eagleton (D.Mo.) and Representative Walter Fauntroy will highlight the DCCBPE annual meeting, Wednesday, May 26.

Senator Eagleton is chairman of the Senate Committee on the District of Columbia. The Rev. Mr. Fauntroy was elected in March as the non-voting Delegate to the House of Representatives for the city.

Prior to their talks, DCCBPE President William H. Thomas will preside at a brief business meeting. Items on the agenda include the distribution of annual reports, the election of officers, members of the executive committee, and members of the board of directors, and the presentation of awards for service.

The meeting will begin at 7:30 P.M. at the HWC Building, 95 M Street, S.W.

Is there anything exceptional about education in the District of Columbia for Exceptional Children? Patricia Nagle, DCCBPE consultant, writes about one of our programs in a special supplement in this issue of the Bulletin Board. Additional copies are available at the DCCBPE offices.

EDITORIAL COMMENT

We are often asked to take a position on controversial issues. In recent weeks, for example, we have been besieged by people wanting to know whether we are for or against Dr. Hugh Scott, Dr. Kenneth Clark, and Mrs. Anita Allen.

There are two reasons why we do not take sides in these debates.

First, we have an executive committee and staff reflecting many different opinions and views about education. Concensus on many of these issues is rare.

Second, we feel that our role is to inform the public as widely and as accurately as possible on school issues so that people can make up their own minds.

Thus, we have published during the last few months, a summary of the Clark Plan and reports on parts of the plan—testing, and differentiated staffing—but we have not taken a position on the plan itself.

The Board of Education asked Dr. Scott to present proposals in several areas, including classroom organization, minimum floors of achievement for promotion, and other policy recommendations. DCCBPE will, as in the past, react to these proposals. It is always better, in our view, to deal with issues rather than personalities.

The executive committee will welcome your views at our Annual Meeting.

The Board of Education has proposed to "balance" next year's budget by cutting out classroom teachers: almost 500 in the elementary schools and 100 in the secondary schools.

It is recommending this action in spite of unanimous opposition from the community expressed at budget hearings.

Teacher cuts mean larger classes. The effect will be felt particularly in the secondary schools where enrollment is expected to be even higher next year, and in those elementary schools which are already overcrowded. Why is there no cut in administrative positions? Why has there been no freeze on filling administrative vacancies?

As we go to press, the 1972 school budget is being examined by the Senate District of Columbia Appropriations Sub-committee. It is expected to reach the House District Appropriations Committee in May or June.

THE BULLETIN BOARD

The Bulletin Board is published 10 times annually by D.C. Citizens for Better Public Education, Inc., which has as its purposes: to study on a continuing basis the problems of education in the District of Columbia, to stimulate interest in and support for public schools, to propose and promote such changes in the organization, management, and methods of the public schools as deemed desirable, and to do any and all things necessary to achieve the objectives of the association. This association shall not engage in lobbying, electioneering or any other activity not exempt under section (501)(c)(3) of the Internal Revenue Code. This corporation is organized exclusively for educational and charitable purposes. In the event of dissolution, the net assets of the corporation will be distributed for educational and charitable purposes in such manner as the Board of Directors may designate.

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OBSERVER CALLS THE SCHOOL WITHOUT WALLS EXCITING, HOPEFUL

"The flexible, relaxed, personal atmosphere of the School Without Walls is very exciting and a sign of real hope," according to Peggy Ives, the DCCBPE representative on the school's advisory committee.

Mrs. Ives outlined the school's curriculum, operations and goals in a report which described the program as an alternative to the traditional "locked within four walls" high school. The new program began operating in March with about 50 students.

The school day begins at the SWW headquarters at 1400 K Street with student meetings, followed by flexible classes in such courses as social studies, humanities foreign languages, math and art.

The second half of the day is spent in city-based activities which include a science program at Howard University, a business program, also at Howard, art and film training at the New Thing, and for several students, work experience in secretarial field work, an architect's office and in television. Credit is given for both classroom and city-based experiences, and is related to the credit given at the traditional schools.

The school faculty includes M. Patricia Goins, principal, three full-time teachers in humanities, social studies and art, 2 part-time language teachers, and two part-time Howard University faculty members. CWW is funded through a Title III ESSA planning grant which will permit it to operate on a limited basis this summer.

Miss Goins hopes to add another 100 students next year with an eventual maximum of 300 enrolled—a ceiling she feels necessary if the school is to retain its experimental nature. She feels that all of the local high schools can, and will, absorb ideas and some of the programs and field experiences developed by the SWW.

CHALK TALK

By Mary V. Hunter

THERE IS SOMETHING about spring in Washington which brings out the urge to organize in our citizens—maybe it's the fact that the nicer weather makes it easier to get around. No matter—here are some new causes which may appeal to you:

Parents in the SW section of the city are organizing under the leadership of the Rev. Norman Haddad, chairman of the Southwest Assembly, to establish a coalition of administrators, staff, teachers, pupils and residents to help make the schools effective places of learning. For further details, contact Rev. Mr. Haddad at 630 E. Street, S.W.

The "Give Scott a Chance Committee" has launched a city-wide campaign to keep the D.C. superintendent of Schools in office. The group, concerned over the city's "need for stable professional leadership and the procession of superintendents over the last four years," circulated petitions asking the Board of Education to give Dr. Scott a chance to provide the "necessary leadership to run the city schools". For further information, call Mrs. Barbara Walker, 882-7449; Marc Nerenstone, 363-6620; or Gilda Warnick, 547-8880.

Three groups, the D.C. Nurses Association Concerned Citizens for School-Age Parents and Federal City College, care about the estimated 7,500 teenager mothers in the city. A recent workshop discussed a five year plan to deal with the problem, including day care, job training, medical care, counselling, and the matter of special education or a stay-in-school plan for the young mothers. If you want to help—or for further details, call Carol Gill at the Division of Community Education, FCC, 638-6010.

People with special interest in school health problems might like to know more about plans of the D.C. Red Cross chapter to revitalize and expand the Volunteer School Health Aide Program. For more on this, call Phyllis Robinson at 857-3664.

ATTENTION PRINCIPALS AND PARENT GROUPS!!! Presidents of parent-school organizations will receive copies of the Bulletin Board. As soon as your school group has elected officers for the 1971-72 school year, please complete this form and mail to: DCCBPE, Rm 212, 95 M Street, S.W., Washington, D.C. 20024.

PARENT GROUP OFFICERS – 1971-1972

SCHOOL _____

PTA _____ HOME & SCHOOL ASSOC _____

_____
(President)

_____
Address

_____
Zip Code Telephone

This issue of the Bulletin Board carries the first in a series of interviews with the six members of the Board Education whose terms expire in January, 1972. The series, part of our Election Year 1971 coverage, will also include articles on candidates for election to the school board, and interviews with the six who are elected on November 2, 1971. As a matter of policy, D.C. Citizens for Better Public Education, Inc., does not endorse candidates for election to the Board of Education. Our aim is to be as informative and as objective as possible.

NELSON C. ROOTS – WARD ONE

As he nears the end of his first term on the Board of Education, Nelson Roots sees the school board's major task as the "turning around of this school system," and he sees the Academic Achievement Plan as the best way to make the turn.

Mr. Roots does not regret the decision to implement the AAP immediately, instead of waiting until a new superintendent had been hired. He compares the situation to a battle: when the leader falls, someone else must carry on until a new leader is sent to the scene, and he says the board was fulfilling its duty to "carry on" when it voted for immediate implementation.

He is disturbed by the recent flurry of rumors that the board, unhappy over the pace of implementation of the AAP, plans to fire Dr. Hugh Scott, the new superintendent. Mr. Roots says this is not at all true, and that the school board is merely "doing its duty by encouraging Dr. Scott to move more quickly to change the system." He is sorry that the press and the public interpret the board's actions as a prelude to dismissal.

Nelson Roots is a longtime businessman in this city (Acacia Realty Co.) and he has years of work in civic and social service organizations behind him. From this vantage point, he sees the school system's major problems as two-fold: money and attitude.

As far as money goes, there is not enough of it, he said, and not enough freedom to use it to educate the children

Attitude is a more complex problem, Mr. Roots admitted: parents do not seem to accept their responsibility to prepare their children for life; teachers have a poor attitude toward their pupils and their jobs; and administrators are no longer as "dedicated to their work as they used to be." In fact, he said, no one seems to have any respect for anybody else, all up and down the line.

One solution to the pressing problem of trying to teach children who are "not ready to be taught" might be compulsory pre-school, Mr. Roots said, and then added: "that thought brings us full circle to the problem of money."

He places great emphasis on parental involvement in public shcools–an involvement which should begin with "readying the child for education" and continue through the school years, with parents present in the buildings, observing classes helping teachers, and generally participating in the life of the school.

He does not favor community control of the public schools as an ideal solution to educational problems, for he thinks the urge for community control springs

(See ROOTS, page 4)

MURIEL M. ALEXANDER – WARD FOUR

Muriel Alexander, former teacher, counselor, and junior high school principal, wanted to serve on the Board of Education because: "I thought my experience would enable me to do something to help the children at the classroom level."

Nearing the end of her first term as the representative of the 4th Ward, Mrs. Alexander sat surrounded by the stacks of printed material sent to board members, and described herself as "still hopeful, but sometimes discouraged."

That pile of documents, reports, books, letters, and journals seemed to symbolize the barrier that stands between the desire to see the children learn and the sad truth reflected in the test scores, she thinks. Mrs. Alexander finds "most discouraging the fact that everyone–administrators, teachers, parents–says they want the children to learn, but it is not happening."

She thought the Academic Achievement Program seemed the most direct way to reach the child at the classroom level, and she still feels that it can bring the change everyone wants. She is disturbed by the controversy which has clouded the AAP from the beginning, and thinks that many people who criticize it, have not actually read it.

Mrs. Alexander pointed out that many of the "innovations" in the AAP are ideas which she used years ago when she came to Kelly Miller junior high school as its first principal. Back in 1950, she realized that the people in the community must be involved in the life of the school, and she set up programs to bring parents into the school; she also urged her teachers to "teach reading in every subject;" and she encouraged her students to help each other, and she opposed any attempt to "categorize" her students by social strata or academic ability. As a result, said Mrs. Alexander, many of her students who had entered the school, almost unable to read, did indeed raise their reading scores.

The ultimate responsibility for education lies with the teacher, said Mrs. Alexander, and she thinks that parents must become more involved and concerned about the ways in which their children are being taught. Parents, principals and administrators have tolerated poor teaching says Mrs. Alexander, and as a result, "we are paying the price now for years of neglect." The children who cannot read today are the sons and daughters of children who were not taught to read 25 years ago."

Often viewed by the press as the "quiet member" of the school board, Mrs. Alexander says she does not seek applause and praise" for her views, and instead

(See ALEXANDER, page 4)

DCCBPE ASKS BOARD TO MODIFY ELECTION LAW

Several modifications in the law governing school board elections were suggested by DCCBPE at recent hearings called by the D.C. Board of Elections.

Speaking for the organization, Louise Davison said that DCCBPE favored higher salaries for school board members partly to symbolize the importance of the job.

Other modifications included dropping the residency requirement for voters to 30 days, but retaining the current residency requirements for candidates. These are: three year residency in the city, and one year residency in the ward for ward candidates. DCCBPE does not feel that the proposed 90 day residency for candidates would provide adequate experience in District affairs.

With reference to run-off elections, Mrs. Davison said the same standards should apply for all run-off elections. Run-offs are required when a candidate for D.C. delegate receives less than 40% of the vote, and when a school board candidate receives less than a majority. She urged the use of the 40% for both elections.

The testimony also recommended that current provisions concerning campaign expenditures also apply to elections for the Board of Education, and requested the privilege of testifying later on the feasibility of scheduling school board elections in even, rather than odd years, as at present.

Want to call or write to your representative in Congress? Then clip and save this for future reference:

The Rev. Walter Fauntroy, House of Representatives, Washington, D.C., 20515, Telephone: 225-8050.

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(ROOTS, *continued from page 3)*

from a lack of faith in the central governing body (school board) and this condition cannot be cured by creating still another sub-governing body. Instead, the community should "demand responsiveness from the central governing body." Furthermore, he thinks the Washington community is "too transient" and interest in education is "too short-lived" for effective community control.

Speaking of the city's transient population, he said that one of the AAP's strong points is the imposition of a "unified program on all the city schools, so that no matter where or when his family moves, a pupil can continue his education without interruption."

Nelson Roots says he has worked hard to serve the needs of the people in the First Ward who elected him to office, and at the same time he has accepted the fact that his major obligation is to the city as a whole. Will he run for re-election? Mr. Roots says he "does not need to run for his personal satisfaction" and indeed, the job of being a member of the Board of Education is extremely time-consuming (about 30 hours per week plus regular meetings), but he has "never failed to serve his community, and would be willing to respond to a sincere call to duty from his constitutents."

(ALEXANDER, *continued from page 3)*

prefers to work quietly in her areas of special concern, and for the needs of her constituents. She is "a little disappointed at the lack of concerted effort by the parents in her ward to improve education," and pointed out that she has been quick to respond to their desires when she has been asked. She cited her work with parents at Takoma school and their efforts to change the design of their new school as an example.

She worries about the status of special education in the District, and about the funding of administrative positions while the "situation in the classroom goes unchanged."

She sees Dr. Hugh Scott, the superintendent of schools, as a "young man with great potential who can do the job of running the District schools, and who needs only administrative support and time on his side." She thinks he has "a lot to learn" but she does not believe the school board wants to, or will fire him.

Will she run for re-election in November? Mrs. Alexander says she has not made up her mind yet—she would like to "see Dr. Scott through this period," and she's willing to "Give Scott a chance, if he will remember that he needs to give the Board a chance too."

DCCBPE IS A UGF AGENCY

WHO IS REALLY "SPECIAL"? DO WE MEET THEIR NEEDS?

By Patricia Nagle

In the lead article of the September, 1968 issue of Exceptional Child, Lloyd Dunn, a former president of the Council for Exceptional Children and a leader in the fight for special facilities for the handicapped, presented a scathing indictment of Special Education:

> "In my view, much of our past and present practices are morally and educationally wrong.
>
> We have been living at the mercy of general educators who have referred their problem children to us. And we have been ill prepared and ineffective in educating these children. Let us stop being pressured into continuing and expanding a special education program that we know now to be undersirable for many of the children we are dedicated to serve."

Dunn's attack was directed chiefly at the classes for the Educable Mentally Retarded, but he felt that much of his criticism and relevance for children labelled "emotionally disturbed," "minimally brain damaged," "learning disabled," and "perceptually impaired." He found men who were prepared to join him in a broader attack, for Dunn, though one of the more prestigous, was not the first critic of existing programs. There has been a mounting sense of futility over the past decade.

Some critics of traditional special ed approaches hope to find remedial neurological deficits to account for handicaps.

Others focused on the schools, and saw the institution, not the child, as the source of failure. In the words of a member of the Human Potential Movement, "If schools were fiercely dedicated to fostering joy, rational inquiry, and human understanding, the present distinction between special education and the mainstream would dissolve."

That statement may appear to some to be extremely idealistic, but it is instructive to examine the history of special classes.

The first children who were recognized as presenting special educational problems were the obviously physically handicapped—the blind, the deaf and the crippled, as well as those called morons, idiots and imbeciles. These were the children for whom the early institutions were established. There may also have been the class dummy and the school bully whose existence the school grudgingly accepted.

School and society increased in complexity and so did the categories. The hard of hearing and partially sighted were recognized, and juvenile delinquents roamed the halls of the Blackboard Jungle. The poor became the underprivileged, then the culturally disadvantaged, and now are the learning disabled, while on the other end of town, children were found to be perceptually handicapped, and to suffer from dyslexia and dysgraphia. And everywhere the schools identified more and more students as emotionally disturbed.

Roger Reger, Director of Special Education in Buffalo, N.Y., comments on this situation:

> "I don't think our categories for classifying handicapped children are due to medical advances, sharper diagnosticians or better testing procedures. Paradoxically, the new proliferation of categories is due to the increasing sophistication of our school system. . .Today the expectations placed on children in our schools have greatly increased. Unfortunately the children have not changed to meet these expectations and so increasing numbers are falling by the wayside. Special education has accomodatingly run alongside the conveyer belt to pick up the children who have fallen off."

While criticism of special classes has gone on for some years, this critical view of special ed departments is rather new. In 1967, for example, the Passow Report recommended that D.C. Special Education serve as a force for change, that the department take the lead in viewing the "inner city child positively, realistically assessing his strengths and weaknesses—mental, physical, social, and emotional—and then building a solid, sequential, individualized educational program." What present day critics seem to be saying is that just the opposite is happening and that Special Education serves as a preventive agent in the struggle for change.

In the view of people like Roger and Dunn, as the system becomes more rigid and less responsive to individual differences, the child fails. The system rushes to exonerate itself of blame by assuming that the child is at fault and by calling in the school psychologist. By labelling the child "emotionally disturbed," "learning disabled," "mentally retarded," the school is relieved of the necessity for accepting the failure as its fault, while seeming not to blame the child, who is course, not responsible for his handicap. A truly Pantaglossian best of all possible worlds exists!

Some insights into the way the system operates can be gained from talking with workers from the department of Pupil Personnel, which is charged with the task of evaluating children with problems. According to one administrator in that department, around 40% of the children referred for psychological evaluations should not have been, but represent minor disciplinary or learning problems that should have been

handled at the school level. When asked how often a teacher or a school situation was evaluated as the causative factor in a child's problems, the department gave vague, evasive replies.

Parents are all too aware of this reluctance to identify the system as the problem. Not only are parents helpless to change an administrator or teacher whom they feel to be harmful to their children, but it often is difficult to even have a child switched from a teacher's class. The parent facing the immobile good will of a school administration which refuses to acknowledge its failure is a subject worthy of Pinter.

AN EDUCATIONAL REVOLVING DOOR

This vision of expanding Special Education departments as evidence of the system's failures, rather than its successes in grappling with individual differences, meshes with the growing opposition to testing which we examined in previous issues of the Bulletin Board. Lloyd Dunn expressed this disenchantment in terms readily acceptable to the Association of Black Psychologists:

> "If I were a Negro from the slums, or a disadvantaged parent who had heard of the Judge Wright decision and knew what I know now about special classes for the educable mentally retarded, other things being equal, I would then go to court before allowing the schools to label my child "mentally retarded" and place him in a "self contained special school or class."

In Boston, and Los Angeles, there were parents who went to court to fight precisely such a school decision. And it is one of the poignant ironies of education that they might have met at the courtroom doors another group of parents—those who were trying to get their children admitted to special classes!

Throughout the country there are thousands of parents who have been told that their children do not fit into regular classes, and must wait for special class placement.

These children range from the severely mentally retarded, thru the deaf and blind children born after the rubella epidemic of the Sixties, to the socially maladjusted and emotionally disturbed who are passed from teacher to unwilling teacher.

They may wait in regular classes which make no special provisions for them, or they may wait at home, because the schools either cannot, or will not, accept them. There are children in the District who have waited as long as four years for placement—and are still waiting.

The anguish of these parents has turned to anger and they have joined groups such as Concerned Citizens for Execptional Children, the CLD Forum, and the Mental Health Association, which press for the expansion of special education classes, and in a number of cities, they like other minority groups, are turning to the courts for help.

If the state has the obligation to educate any children, it has the duty to educate all children, say these groups. The retarded child with an I.Q. of 50 has as much right to appropriate instruction as the one with an I.Q. of 150. Indeed, he has more of a right, since a bright child may teach himself, while the handicapped must have teaching to function. There are at least two suits now being planned in the District of Columbia, to force the school board to provide education for handicapped children.

The response of these parents to calls for a moratorium on special education classes and to a re-examination of the underlying philosophy and structure of special ed departments may be imagined. After a steady diet of nothing, promises of nutritious education at some future period look like pie in the sky.

Such a conflict requires imaginative leadership, flexibility, cohesive administration and resistance to pressure to make ad hoc decisions. The Special Education department of the District of Columbia does not fit that description.

THE D.C. VISION PROGRAM

In order to give some idea of the problems which the department of Special Education faces, and methods chosen to solve them, we have chosen the Vision Program, which has gone through a period of change during the past year.

The blind excite our sympathy. We can close our eyes and pretend that we cannot see. As children, we play Blind Man's Bluff—perhaps this helps us relate to the idea of sightlessness more readily than to other handicaps. Public empathy may explain why, although loss of sight is in a "low incidence" category, vision programs receive a comparatively high percentage of financial support.

There are, according to a 1970 publication of the Bureau of Education for the Handicapped, approximately 66,700 visually handicapped children in the U.S.; there are nearly 770,000 emotionally disturbed. Under Public Law (Title I) 89-313, ESEA, there were 2.1 millions spent on programs for the visually handicapped, while 4.3 millions were spent on the emotionally disturbed. Under Title VI, 1.3 million was spent on projects for visually handicapped and 3.3 was spent for the emotionally disturbed.

These figures may reflect many things. It may be comparatively easier to devise appropriate programs for the sight impaired than it is for other handicapped children, or there may be more experienced and more powerful lobbies for the blind in the various State Houses, or it may be, as Dr. Stanley Jackson, acting director of the D.C. Special Education department said, in response to a question about methods of setting priorities in his department, "when you are coping with a school system that is many years old, much of a budget is just handed down from year to year." While such a statement may seem irresponsible, it has the ring of truth; programs for the blind have been components of the budget for longer than most others.

Until this year, the District had operated sight conservation classes and had a corps of itinerant teachers who offered help to children with vision problems who were enrolled in regular classes, but our legally blind children were largely enrolled in private schools under tuition grants.

Most of them were at the Maryland School for the Blind, which is not, as the name might suggest, a state-run school, but one which is privately operated. Out of state students comprise an important part of the student body (25%), and are an important source of income (35% of the budget).

A steadily shrinking percentage of blind children is enrolled in residential schools; nationally, more and more of the blind are being placed in regular classes, with help from itinerant teachers and/or resource rooms in the schools. Professionals in surrounding counties speak of the approach of residential schools as being archaic. Administrators at the Maryland School say they are receiving more and more children who are multi-handicapped and are building a new wing to handle the needs of this group. They appear to be quite willing to serve this new population.

A visitor to the school cannot help but be struck by the air of concern and love expressed by the staff for the students, as well as the generally happy atmosphere, particularly of the upper school. Boys and girls walk through the halls, arm in arm; friends help one another to overcome obstacles; teachers and students greet each other warmly.

But, unfortunately, one is less favorably impressed by other aspects of the school. The visitor is taken to class after class and hears, "This is a basic class, this is the basic history group, these are the vocational students." "Production lines" are mentioned repeatedly as the job future of the students. . . .after visiting a music class where the students had sung a three part choral version of a popular song (beautifully): "We teach them mostly popular music. To be a professional musician takes a good bit of intelligence you know."

"Our expenses have gone up like all other schools. Last year, we added a part-time psychologist, a part-time psychiatrist, and a physical therapist." These were new positions at the school. Some secondary pupils attend the local public high school if it is felt that they are ready for regular class work. There are 40 District students in the upper school; three attend the public school part-time. . . .We stand in the hall. A boy stops to chat with my guide. "I'm worried about my personality, I wish I knew how I could have a better personality" he says. He is totally blind. "Well," replies my guide briskly, "We must all make do with what we have."

James M. Wolf, in a study published by the American Foundation for the Blind in 1967, made some interesting observations about residential schools. He sent a questionnaire to 48 residential schools, and all replied—an incredible response, unique among special educators.

He found that 2/3 of the schools conducted classes for the mentally retarded and that retardation, not blindness, was considered the primary disability. He found that the educational objectives of the programs for the mentally retarded blind were not clearly defined and that the reason most administrators gave for assigning a teacher to a class for the mentally retarded blind was "a high tolerance for limited educational progress." He found the diagnosis of the children as retarded was a presumptive diagnosis based on teacher observation in most cases and seldom on diagnosis by a psychologist, psychiatrist, etc. And the whole subject of how efficient tests are in evaluating the I.Q. of blind children is an extremely controversial one

HOW DECISIONS ARE MADE

It would seem that, given this pattern of operation, evaluation would be made of the appropriateness of placement, with a continuing review of the placement by the special ed department. But, in the District, special ed does not have the responsibility for evaluation. When special ed became a separate department in 1968, Pupil Personnel, under which the department had operated, kept the evaluating function.

This structure makes it almost impossible to pinpoint the blame for misplacement, and apparently where no one can be blamed, no one takes the responsibility seriously. Regulations require the annual evaluation of children on tuition grants. Where placement is outside the metropolitan area, this "evaluation" often takes the form of a phone conversation with personnel at the school who may be expected to be biased in evaluating the success of their methods. In addition, the continued operation of some schools depends on keeping tuition students.

In the fall of 1970, District elementary pupils were removed from the Maryland School and added to an expanded vision program set up at Tyler School. This decision was not reached on the basis of evaluations of each child's progress or because of the inadequacy of the program, both of which might be valid reasons for removal. The way in which the decision was reached and the misunderstanding surrounding it, illustrate the communication and authority problems within the system and point up the complex area of tuition grants.

According to a special ed brochure, "tuition grants are provided for all (emphasis added) severely handicapped children whose needs cannot be met in the public schools." Unfortunately, this is not so, and there are at least 300 children for whom these grants have not been provided. (In 1969, Julius Hobson charged prejudice in the distribution of tuition money. He claimed that too many affluent children were receiving tuition, while poor children waited years for it.)

Under pressure, the grant program was expanded, though the waiting list still exists. This year, 521 children received grants totalling $1,200,000. The request for FY '72 is for 1½ millions, which would not take care of all waiting for tuition unless some, pres-

ently receiving it, were re-evaluated and placed in classes run by the District.

When Hobson raised the question, the maximum amount was supposedly $3,000. Tuition at residential facilities can be staggering: $9,000 per year in Massachusetts; $1,300 per month at a center in Ohio. With the gap between grant and actual costs so great, it may not be surprising that it is chiefly middle class parents who can make up the difference.

A committee was formed to study the grants. Some interesting facts came out: 50% receiving tuition live west of the Park, and 50% came from east of it, which sounds fine until you consider the percentage of children on each side. There were at least 25 families with incomes of over $25,000 on grants, though need is one of the criteria for assistance. There were children being given grants for private school while public school classes which could have met their needs, had empty spaces.

In June, 1970, the Board of Education issued a Tuition Grant Report setting forth various policies and procedures. A control register of applicants was to be established, committees were to be formed to assess private schools, and to plan new public schools, priority categories for age and income were listed, and the maximum tuition was set at $4000. There is no control register that anyone has been able to see, the committees were not established, but the reiteration of a maximum seems to have had a specific effect. It caused special ed to make a hasty re-examination of its vision program.

TYLER SCHOOL

In September, 1969, the Maryland School sent Dr. Jackson a letter informing him that tuition for 70-71 would be raised to $5400. The parents of the children were not informed of this raise by either the Maryland School or the special ed department, and each seems to have regarded such informing as the province of the other. We were told by a number of administrators that the District was not informed of the increase until the late summer of 1970, which suggests that mail should be read carefully. The tuition grant publicity, coupled with the increase, brought the children back to the District, but in a manner which angered everyone concerned.

The Maryland School which says it was informed only a week before school was to open that 13 District children would not be returning, is bitter about the sudden loss of tuition.

The parents of some of the children concerned were angry and afraid that insufficent preparation had been made by the department. The principal at Tyler was angry because she was asked to give up four classrooms for which she had made other plans.

Personnel in other special ed areas were irritated because, in an effort to placate some parents, each of the three classes was given two aides, while other special ed classes with twice the number of children, had no aides. Lines of authority were not clearly established and teachers and aides were angry over conflicting directives received from the school principal and from the Magruder building. And the rest of us should be angry because much of this was unneccessary and could have been avoided if channels of communication had been clearly established and used regularly.

The program at Tyler operates under certain handicaps. The children are bussed from all over the city, and some do not arrive until 10 A.M. For reasons that may be clear to the business office, which handles all transportation, the late arrivals leave first. There are handicapped children who spend MORE TIME ON THE BUS than they do in class.

There is disagreement between the principal at Tyler and department administrators over how the classes should be run and what types of children should be admitted. The principal in any school becomes a supervisor of special ed classes in her building by default—she is there, and too often, no one else comes—though Passow specifically warned that such supervision was unsatisfactory. A supervisor was hired in February with responsibility for both the Tyler program and the itinerant teachers, in an attempt to overcome this drawback.

But there are advantages as well as drawbacks to the vision program. (The above mentioned supervisor for a program teaching a total of 10 teachers and less than 100 children is one of the advantages). There are opportunities for association with sighted children at recess and during music; some of the students spend time in regular classes as preparation for eventual entry into a regular school full time; being in the same building offers at least the opportunity if not the actuality for coordinating curriculum. The ratio of staff to student is 1:3.

The rooms at Tyler are brighter and more attractive than those at Maryland. They were built in 1967 and were designed for vision classes. The use of color may reflect the emphasis on encouraging use of what residual vision the child has, an emphasis that had in one case at least, tremendous impact. One seven year old girl transferred from the Maryland School had arrived at Tyler diagnosed as capable of reading only in Braille. With steady encouragement from her teacher, she has learned to read in three colors of chalk and to write as well. To a visitor, such a change in six months seems miraculous and it illustrates the necessity for careful evaluation of a child's strengths as well as the necessity for continued checks on development in order to insure proper placement.

Evaluation is the crux of Special Education's problems, as it is throughout the system. There needs to be better assessment of each child's true potential; special schools and contained classes require evaluation to determine whether they serve children, or administrative convenience; teachers should be evaluated in terms of their effects upon their students, rather than in terms of numbers of hours served in special ed courses, and administrators in terms of production, rather than plans.

DISTRICT OF COLUMBIA CITIZENS

BULLETIN BOARD

FOR BETTER PUBLIC EDUCATION, INC.

Volume 3, No. 4 95 M Street, S.W., Washington, D.C. 20024, Tel: 484-7030 JULY 1972

This issue of the *Bulletin Board* contains the Annual Report of D.C. Citizens for Better Public Education for the past year. Also included are a report on the questionnaire on the suspension policy and student rights which appeared in the March issue and a request for the names of presidents of Parent/Teacher or Home/School Associations. Future issues of the newsletter will include a report on the District's new Woodson Senior High School, a report on Competency-Based Teacher Education, and a chronology of a parent group's efforts to remove a principal from a District School.

REPLIES TO DCCBPE POLL ON SUSPENSIONS AND RIGHTS

Student and adult responses to the questionnaire on suspension policies and students' rights which appeared in the March issue of the *Bulletin Board* indicate a thoughtful concern with some of the social problems which plague all public schools. The adults tended to be more ambivalent than the students and frequently qualified their answers with comments and explanation. The students, who were enrolled in the "street law" course developed with the aid of DCCBPE, reflected several unanimous opinions, and some of their comments indicated that they had indeed done their homework and had a fairly clear understanding of student rights.

The first section dealt with situations which may require emergency suspensions.

(There are generally thought to be two kinds of suspensions. One is an emergency which requires immediate action; the other is one in which a hearing can be held before the student is suspended, and is not an emergency. The question asked readers which of several kinds of situations required "emergency" suspension.)

Students and adults generally agreed that possession or use of drugs or alcohol in school grounds, possession of an item which could be classified as a dangerous weapon, and assault were grounds for immediate suspension. They split evenly on whether or not behavior which disrupted the classroom required immediate suspension. Neither group thought that gambling or possession of pornographic literature created an "emergency" situation.

When the two groups disagreed, the degree of

(See REPLIES, page 2)

PANEL MEMBERS DISCUSS EDUCATIONAL INNOVATIONS

"New Approaches to Old Problems" was the subject of the panel discussion at the D.C. Citizens for Better Public Education annual meeting last month. The three panel members described methods they are using to teach elementary school children – all with one thing in common; heavy reliance on involvement and support from the home and community.

George Cureton, developer of the Action Reading Program used in a Wyandanch, Long Island public school, opened the program with excerpts from a film about his method. Cureton relies on total class participation, vocally and physically. The children are taught to associate a word for a letter (e.g. "A" is ashtray; "B" is boot, etc.), instead of using the traditional letter names. Once they have mastered his system of commonly used words for the letter symbols, he says they can spell, read and comprehend

(See PANEL, page 7)

Five Receive Awards at Annual Meeting

The D.C. Citizens for Better Public Education 1972 awards for outstanding service in the field of education were presented to John Mathews, Clare Crawford, Lynn McClain, Rozier Jones and James Saunders at the organization's annual meeting last month.

Mathews, a reporter for the Evening Star, and Ms Crawford, of the WRC Channel 4 news staff, received citations for their coverage of special education problems in the District. McClain, director of the D.C. Youth Orchestra, was cited for his professional contributions in education. Jones and Saunders, of Bonabond, Inc., a program for former prisoners, were honored because of their volunteer work at Bancroft Elementary School.

Certificates of recognition were also presented to Ann Arbor, Edward O'Brien, John Barnes, Steven Glick, and David Wilmot, the Georgetown University law students who were assigned to work with DCCBPE

(See AWARDS, page 7)

(REPLIES, continued from page 1)

difference was sharp. 84% of the students thought a pupil caught stealing should be suspended immediately; only 28% of the adults thought he should be suspended before a hearing. 60% of the students thought damaging property called for immediate suspension; only 43% of the adults thought so. 40% of students thought habitual insubordination called for immediate suspension; only 26% of the adults saw this as an emergency. Finally, only 16% of the students were willing to let the principal decide which offenses called for immediate suspension; 45% of the adults approved of his making the decision.

Both groups (adults 95% and students 100%) felt that if there is no emergency involved, a hearing must be held before a student is suspended. They also agreed that the principal, student, parent/guardian, person recommending suspension and the student's choice of a representative (if his parent/guardian cannot be present) should attend the hearing. Two thirds of each group thought the parent should have the right to designate a representative if he cannot be present, and all agreed that the parent or student can be represented by legal counsel at the hearing.

Two-thirds of the adults thought the principal should not be the judge at the hearing; the students were unanimously opposed to this. The students were willing to accept an impartial hearing examiner as judge, but the adults were not. Both groups approved of a jury composed of students, teachers and administrators for the hearing; neither group approved of an elected student judiciary from within the school. The adults opposed this by 73%; the students were unanimously opposed. One student suggested as an alternative, a student judiciary from another school.

Both groups agreed that the parent/student should have the right to appeal a suspension decision to the appropriate assistant superintendent or to an impartial source similar to the jury panel. Everyone also felt that a final appeal should go to the Student Activities Committee of the Board of Education with full hearing rights, representation, cross examination, etc.

In the section on drug usage-possession, a common theme in both sets of replies was concern for the student who is suspected of using drugs. Comments from both groups stressed the urgent need to get medical help and counselling for the student, with sharp disagreement on when—or whether—to notify police, parents, or the school system's security office.

The questions dealt with steps to be taken when a student is *suspected* to be in possession of drugs, when he is *suspected* to be under the influence of drugs, when he is thought to be suffering from an over-dose of drugs, and when he seeks help from school authorities for a drug problem, and, in all of these instances, when or whether to notify parents, police, or the school system's security office.

All agreed that for use or possession of drugs, a student should be suspended immediately. All opposed notifying police in this case, but 49% of the adults were willing to notify the school system's security office. The students did not want the security office notified either.

Asked whether the school should not bother with student users and instead concentrate on finding the drug pushers, and whether police should be in the schools looking for pushers, the two groups split sharply. Only 22% of the adults thought the school should concentrate on finding drug pushers and only 48% of the adults thought police should be in the school seeking pushers. On the other hand, the students (60%) thought the school should search out pushers and 67% of them thought police should be in the school to find pushers. This difference of opinion may be due largely to the fact that students are on the "firing line" daily, whereas adults for the most part deal with the problem of drug pushing in theory only.

When a student seeks help for his drug problem, all agreed that it should be given without notifying police or the school security office. The adults thought the student's parents should be notified, but the students did not agree and several said parents should be notified only with the student's permission.

In the event of an over-dose, all stressed the need for immediate hospitalization and approved of notifying police or the security office only *after* the overdose is confirmed.

The two groups agreed that possession of all drugs should be handled internally by the school and parents unless selling is involved. If the drug involved is marijuana 60% of each group said police should not be notified. When the question was phrased another way, 80% said the principal should make no distinctions in what he reports to police if selling is involved. Adults (94%) and all of the students thought the principal should notify police of the presence of suspicious non-students who might be selling drugs in the school.

The gap between the generations re-surfaced on the issue of searching student lockers. The students were unanimously opposed to the principal searching student lockers without permission even if he is accompanied by another adult; 40% of the adults thought this acceptable. The students agreed (100%) that they should be present at a search and that the principal should have as much evidence as police are required to have before searching a locker. 79% of the adults thought the student should be present and 62% thought the principal should have evidence before searching. All of the students thought they should have the same privacy regarding lockers and possessions as an adult, and that a search warrant was needed to open a locker; only 48% of the adults agreed with this.

On the matter of school dress codes, 100% of the students and 79% of the adults thought individual schools should develop their own dress codes, which if left to the students might turn out to be no dress code at all since 68% preferred it that way. However, if schools do develop a code, adults and students agreed

(See REPLIES, page 8)

THE 1972 ANNUAL REPORT

REPORT OF THE EXECUTIVE DIRECTOR

The May 1971 Wright decision on equalizing teachers' salary expenditures in elementary schools, the developing budget crisis, and a school board election kept the staff and volunteers at D.C. Citizens busier than ever this past year.

In August, Louise Malone, Mary Broad and Mary Hunter prepared a special edition of the *Bulletin Board* which included the history of the Wright decision since 1967, commentary on the latest one, and suggested alternative methods of compliance with the decree. That issue quickly became a "best seller" as principals all over the city requested copies for their faculties.

Our most frustrating and time consuming job this year has been the effort to shed light on the school system's financial problems and to develop new approaches in this field. Thanks to considerable work by Ms Malone, Ms Broad and Lou Ellicott, the fiscal study, "Financing the D.C. Public Schools", was published in September.

We are now working on the problem of school-by-school reporting of needs and expenditures. The school system itself has inadequate information channels and even they are clogged. We feel that neither the necessary budget and audit functions nor school equalization can become a reality until this kind of information is available. In an effort to make inroads on this and other budget problems, Ms Malone has been on loan to Martha Swaim, chairman of the school board's finance committee, for the last two months.

With Louise Davison's help, we did a considerable amount of work on the school board election. D.C. Citizens does not endorse candidates for election; we concentrate on informing the candidate and the citizens on the issues and encouraging people to vote. We proposed changes in precinct and ward boundaries, developed a kit for candidates in cooperation with the League of Women Voters, and published a special edition of the newsletter with candidates platforms and biographies. DCCBPE President William H. Thomas, board member Carmen Felices, and Ms Hunter, of the staff, spoke at meetings and taped spot announcements about the election. Volunteer Susan Crowley did other publicity work with radio and TV stations.

We testified before the education committee of the Nelsen Commission, which was developing proposals for reorganizing the District government, on the relationship of the Board of Education to the government. Since several changes in the election law have been proposed, we have asked school board members to keep records of the time they spend on board business so that we can make recommendations about salary and staff.

A bright spot this year has been the successful project with Jason Newman and the Georgetown University Law School. Two of his students, Ann Arbor and Edward O'Brien were assigned to us for field work. Ms Arbor did further work on student rights, grievance procedures and Chapter III of the rules of the Board of Education. Her report is finished and now waits for further interest from the board.

With the cooperation of school officials, Mr. O'Brien developed a "street law" course for students at Eastern and Wilson high schools for the second semester. Units of study on housing, consumer, criminal, tax and family law, and student rights were taught by him and three other law students, John Barnes, Steve Glick and David Wilmot. The high point of the course was a Mock Trial held on April 25, with Judge William Bryant (a member of the DCCBPE board) presiding. Plans are being made to expand the course for two semesters at eight high schools.

Staff member Patricia Nagle has been covering two fronts for us during the year: special education and school design. She served on the Special Education Task Force and has now been appointed to the Special Education Advisory Committee. She also wrote an extensive report on open space schools for the Winter issue of the newsletter. Since all new schools in the city are being designed as open space, her study will continue to be useful. Faculty members at Federal City and D.C. Teachers Colleges requested several hundred copies of the report for use in their classes.

Eight issues of the newsletter, edited by Ms Hunter, were published last year. In addition to four pages of news, we included special reports on the Annual Meeting, the Wright decision, the election, open space schools, a student rights questionnaire, and one on the open classroom done by volunteer Sally Pitofsky.

Ms Broad, our research director, has been on loan to the Portal Schools of the District this past year. This Teacher corps program involves training teacher interns from Howard University's School of Education in the actual classroom and in cooperation with the regular school program. Ms Broad has been working on methods of evaluating teacher performance.

The teaching materials exhibit which was developed by volunteers Barbara Walker and Mimi Slavin was reorganized to go into looseleaf notebooks and notebooks and distributed to the city's 54 secondary schools.

At the 1971 Annual Meeting, the members approved a motion to establish a committee aimed at community outreach, and providing a more active thrust to D.C. Citizens' program. Franklin Anderson was appointed chairman of this committee. This spring, we filed applications with the Meyer and Strong Foundations for funds to employ a field

worker to strengthen our ties in sections of the city where we are not well known. A consultant was hired for a month to help us plan the program. While further activities in this area depend on the outcome of the fund applications, we have contacted the Board of Education about an ombudsman in public education and have offered to help develop a pilot project in this field. We are also planning an October workshop for parents and citizens which will concentrate on ways to assess a school, develop a needs profile and pinpoint the role parents can play in the development of a "good" school

Fund raising activities this year included a successful application to the Cafritz Foundation for $10,000 and a very fast benefit with Barbara Bolling as chairman which netted more than $3,200. Our application to the Health and Welfare Council has been accepted for three more years and we were allocated $30,000 this time, an increase of $4,300 over last year.

The continuing interest and support of our officers, the Executive Committee and the Board of Directors and the membership of D.C. Citizens has been a source of strength and inspiration to the staff and to me during this past year. Working with you has been very pleasant and we look forward to a continued mutually rewarding experience as we work together to improve public education in the District of Columbia.

— Mrs. Gilbert A. Harrison, Executive Director

ACTION COMMITTEE REPORTS

BENEFIT

There were just 15 short days between idea and execution of the 1972 benefit for DCCBPE. On Feb. 28, we learned we could sponsor the film "Cabaret" and by March 14, our members and friends joined us at cocktail buffets and saw a great show. Especially to be thanked for service are Barbara Rothkopf, Helen Reynolds, Tamara Strickland, Eleanor Israel, Lillian Owen and Jeanette Brophy.

—Barbara Bolling, Chairman.

BUDGET

This has been and continues to be a year of crisis in the budget area. Even before the 1972 appropriations bill was passed in mid-December, reports began to circulate that the current year's spending for public schools would produce a year-end deficit of several million dollars. One of the first orders of business of the new Board of Education, which took office in January, was to undertake a systematic examination of the base budget, both to avert a deficit and to justify the funds sought for FY 1973. We have testified three times on the requested 1973 funds. We have supported the level of funding sought by the Board of Education—some $5 million more than was allowed by the Mayor and City Council.

—Mary Ellen Clark, Chairman.

INSTRUCTIONAL MATERIALS AND RESOURCES

During the past year the committee solicited 54 copies of each item we compiled for our 1971 exhibit; collated and organized the materials into categories; and prepared the materials for delivery to each of the city's secondary schools. Mimi Slavin, Helene Morse, and Virginia Pauker were extremely helpful in this effort. In acknowledging delivery of the kits, Olive DeBruler, supervising director of the committee, thanked us for our work and praised us for our "design for organizing and packaging the material in the bright folder with clear plastic slip sheets."

— Barbara Walker, Chairman.

EARLY CHILDHOOD EDUCATION

The committee sponsored a meeting with William Pierce, project director of the Child Welfare League of America's study of the expansion of day care programs. He discussed proposed legislation for day care. Tentative plans were made to survey the local early childhood education, but with the advent of H.R. 1 and the furor surrounding day care, there seemed to be enough other sources for this kind of information. We will continue to watch this situation and see where we can be useful. — Betty Perry, Chairman.

LEGAL

Two students from the Georgetown University Law School were assigned to do field work with DCCBPE. Ann Arbor reviewed the students rights provisions and grievance procedures and Chapter III of the Rules of the Board of Education. Edward O'Brien developed a high school course in Street Law. With the assistance of law students John Barnes, David Wilmot and Steve Glick, O'Brien taught the course at Wilson and Eastern during the second semester.

— Jason Newman, Chairman.

MEMBERSHIP

More than 1,000 personally addressed letters were mailed to members and friends of DCCBPE during the annual campaign. Follow-up letters with personal notes on many were sent out in April. Each member was also asked to suggest names of friends who might be interested in receiving membership materials. Approximately 625 such referral letters were sent out. More than $5,400 in dues had been received as of May 31. — Mildred Pickett, Chairman.

SCHOOL BOARD

The committee again cooperated with the League of Women Voters in preparing information kits for candidates and civic organizations during the school board election campaign. Ann Stults, representing the LWV, and Susan Crowley provided great help in this effort. The committee also testified at two hearings before the Board of Elections concerning changes in the election laws, and commenting on local election procedures. — Louise Davison, Chairman.

SPECIAL EDUCATION

Staff member Patricia Nagle served on the Superintendent's Task Force in Special Education. The Task Force was charged with assessing, hopefully for the last time, the city's deficiencies in this area. Louise

Malone, also a staff member, testified at the open hearings held by the Task Force. In December, Nancy Harrison, DCCBPE executive director, testified before the school board on the special education budget proposals, asking for improved program planning procedures and for more careful evaluation of both programs and children. The appointment of Dr. John Johnson as associate superintendent for special education has sparked a greater public interest in this field and our special education committee has been reactivated with Ron Linton as chairman.

OFFICIAL ROSTER 1972–1973

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Mrs. Arthur Melmed	1st Vice President
Miss Mildred Pickett	2nd Vice President
Mrs. Knute Malmborg	Secretary
Karl Mathiesen III	Treasurer

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Mrs. George Walker*
Mrs. Robert Walker
Mrs. William Washington
The Hon. Robert M. Weston*
Mrs. James Wieghart
Mrs. J. Skelly Wright

*Elected at Annual Meeting, June 6, 1972

MINUTES OF THE LAST ANNUAL MEETING MAY 1971

William H. Thomas, president, called the meeting to order at 7:30 P.M. Minutes of the 1970 Annual Meeting, the financial report and committee reports were distributed. Mrs. Gilbert A. Harrison, executive director, made the annual report to the membership.

Members of the board of directors, the executive committee and new officers were elected and installed by the Hon. Robert M. Weston. H. Carl Moultrie presented certificates of appreciation to Flaxie M. Pinkett, a founder and former president of DCCBPE, and to three Georgetown University Law School students, Thomas Rogen, Edward Rubenstone and Michael Pace, for their work for the legal committe.

Speakers for the evening were Sen. Thomas Eagleton, chairman of the Senate District Committee, and Rep. Walter Fauntroy, the District's Delegate to the House of Representatives. Both speakers supported the concept of community involvement and urged the audience to make elected officials accountable to the people.

Following the speeches, the members approved a motion to establish a committee aimed at providing community outreach and a more active thrust to the organization's program.

The meeting adjourned at 10 P.M.

FINANCIAL STATEMENT

AUDITOR'S STATEMENT OF FINANCES FOR D.C. CITIZENS FOR BETTER PUBLIC EDUCATION INC. FOR THE TWELVE MONTH PERIOD ENDING DECEMBER 31, 1971

RECEIPTS

Contributions:		
Individuals and Businesses	$ 2,003.00	
Foundations and Trusts	15,000.00	
Special Events	5,185.84	
Fees and Grants	4,917.91	
Membership Dues	4,596.90	
Interest Income	239.21	
Miscellaneous Income	682.81	
Health and Welfare Council	25,700.00	
Total Receipts		$58,315.67
Reserve		8,686.21
		$67,001.88

EXPENSES

Salaries:		
Program and Professional	$29,196.40	
Supporting Staff	11,308.26	
Social Security Taxes	1,995.15	
D.C. Unemployment Taxes	22.69	
Bookkeeping and Auditing	1,200.00	
Professional Fees	5,725.86	
Office Supplies	947.34	
Other Supplies	195.99	
Telephone and Telegraph	989.33	
Postage	980.00	
Rent	3,000.00	
Outside Printing and Art Work	8,312.65	
Xeroxing	626.17	
Transportation	94.05	
Conferences and Meetings	379.58	
Subscriptions and Publications	435.03	
Purchase of Equipment	395.50	
Equipment Rental	366.17	
Repairs and Maintenance	396.89	
Miscellaneous	279.89	
Bonding and Insurance	154.93	
Total Expenses		$67,001.88
NET EXCESS OF RECEIPTS OVER EXPENSES		($ 8,686.21)

GOOD NEWS

A summer of rehearsals, fund-raising and concerts will make it possible for the 110 members of the D.C. Youth Orchestra to attend the International Festival for Youth Orchestras in Berlin in September. The Youth Orchestra, under the direction of Lynn G. McLain, is a public school sponsored program. It is one of two groups invited to the Festival to represent the United States. This will be the second European trip for the group which also participated in the International Youth Festival in St. Moritz, Switzerland in August, 1970.

The Youth Orchestra will play Address for Orchestra by George Walker, a graduate of Dunbar High School and Oberlin College. They performed this work in November at the Lincoln Center in New York, in a concert sponsored by the Society of Black Composers. The Youth Orchestra is the only orchestra in the country which has played Walker's work in its entirety. They will also play, for competition, Brahm's Variations of a Theme from Joseph Haydn, Ives' Second Symphony, and Beethoven's Seventh Symphony.

The Festival will conclude with a concert by an International Youth Orchestra consisting of selected members of each of the participating orchestras.

The D.C. Youth Orchestra will give an open concert at the National Cathedral on July 20 at 8 P.M. For further information, call the Youth Orchestra office at 723-1612.

Some very interesting work is being produced by D.C. high school students enrolled in the Literary Arts Program which offers creative classes in fiction, film making, graphic design, photography and poetry.

LAP is described as an alternative program offering juniors and seniors the opportunity to concentrate and develop skills in creative areas with more freedom and individualized instruction.

Up to four students are accepted from each of the District's high schools for the LAP classes which meet at the program's headquarters, 1310 Vermont Ave., N.W., daily from 1-3 P.M. During the year-long course, the students design and edit a city-wide literary-arts magazine, and produce films, art and photography.

Copies of the magazine are available for sale at the Vermont Avenue address. For further information about the program, contact David Aaronson, 483-7415.

(PANEL, continued from page 1)

far beyond the rate expected of first graders. Cureton, who is a former junior high school science teacher, developed his program because he was concerned about the increasing number of pupils in his science classes who could not read. He told the audience that frequent personal contacts between him and the parents of his pupils are a major part of his program. Parents are urged to visit the class and to join in the activities with the children.

Bonnie Bracey, leader of a teaching team at Arlington's Drew elementary school, used slides to open her report. Drew, formerly an all-black school, was designated as a "model" school last year, with enrollment drawn from the entire school district. A number of innovative projects are underway there, including Ms Bracey's 'open classroom' program. She said that it is too soon to judge the success of the Drew programs but she thought that the interest, support and presence of parents in the school had helped create an atmosphere conducive to learning.

The third speaker, Thomas Brown, principal of Adams Community School, also endorsed the concept of community involvement in education, and reminded the audience that he, and most of the faculty had, in fact, been hired by the locally elected community school board. Mr. Brown has chosen to approach educational problems through staff development, with weekly "mini courses" for his faculty. He involved the audience in several examples of the work that he does with his staff. He said it is the job of the schools to "teach all of the children without recourse to segregation through special education," and his goal is to "teach his teachers to teach."

(AWARDS, continued from page 1)

last year. William H. Thomas, president of the organization paid special tribute to Helene Morse, the former executive director, whose term on the executive committee expired this year, and to the Hon. Robert M. Weston, a DCCBPE founder.

Prior to the award ceremonies, a brief business meeting was held with the distribution of reports. Officers elected were Mr. Thomas, president, Mrs. Arthur Melmen, first vice president, Miss Mildred Pickett, second vice president, Mrs. Knute E. Malmborg Jr., secretary, and Karl Mathiesen III, treasurer. Members of the executive committee and 37 members of the Board of Directors were also elected. *(See Annual Report, Pages 3-6).*

ATTENTION PRINCIPALS AND PRESIDENTS OF PARENT-SCHOOL ORGANIZATIONS:

We need the name and address of the newly elected president of your Parent-Teacher or Home and School Association so that we can mail our newsletter, the *Bulletin Board*. Please complete this form and mail it to: Newsletter, D.C. Citizens for Better Public Education, Inc., 95 M Street, S.W., Washington, D.C. 20024.

NAME OF SCHOOL _____

_____

PTA OR HOME/SCHOOL (Circle One) PRESIDENT

_____

ADDRESS _____

_____ **TELEPHONE** _____

(zipcode)

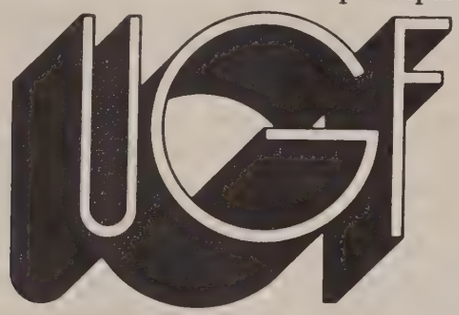
Thank you,
Mary V. Hunter, editor.

(REPLIES, continued from page 3)

that it should say clothing must be clean, not offensive, and not present a safety hazard. The adults (90%) also thought clothing should not be "bizarre or immodest," but 60% of the students were opposed to including that as part of the code.

Students and adults generally agreed that school clubs should be recognized by the principal and should have an adult advisor. They both agreed that the principal's refusal to approve a club could be appealed to the Superintendent and the Student Activities Committee of the school board. The students were willing to accept the principal's approval but did not think they needed an adult advisor. Adults thought (79%) that there must be an advisor.

The comments which accompanied the responses indicated that readers gave a great deal of thought to their answers. One member said that after completing the questionnaire she concluded that these were problems which should be considered only by parents and students and personnel actually involved in the public schools. Others wrote letters expanding their answers, and most expressed a deep concern for the welfare of the children whose behavior may require disciplinary action. One reader urged that whatever the eventual policy on suspensions, he hoped the emphasis would be on helping the student, and not on making things more pleasant for the teachers and principal.



UNITED GIVERS FUND

DCCBPE IS A UGF AGENCY

EARLY EDUCATION WORKSHOP PLANNED

Anyone interested in special education, day care, ungraded primary classes, Montessori, parent involvement, social work, child development, and the education of the very young, will be interested in a "Back to School" weekend workshop set for August 25-27.

The workshop is sponsored by the D.C. Elementary-Kindergarten-Nursery Educators in cooperation with Marjorie Webster Junior College. The sessions will be held at the college at 17th and Kalmia Rd., N.W.

The program includes workshops, reports on the study Tour of the Soviet Union, the British Infant Schools, national and international Montessori Conferences, an exhibit of educational materials and books, a film festival and several lectures.

A partial list of panel discussion leaders includes John Kinard, director of the Anacostia Neighborhood Museum; James Murray, Administrative Service Officer for the D.C. Police Department; Olive Covington, director of the Advisory and Learning Exchange; Lena Gitter, Montessori consultant; Hyman Frankel, president of Marjorie Webster, Margaret Carter, president of the D.C. Congress of PTA's; and Lorraine Bivens, supervisor of innovative programs in the D.C. public schools.

Conference participants will live on the campus from Friday noon until Sunday at 3 P.M. Total cost for the weekend is $35. Application blanks can be mailed to D.C. EKNE, 3130 Pennsylvania Avenue, S.E. 20020. Make checks payable to D.C. EKNE. For further information, contact Claire Levy at 363-2638.

The *Bulletin Board* is published periodically by D.C. Citizens for Better Public Education, Inc., 95 M Street S.W., Washington D.C. 20024

Nancy Harrison, ***Executive Director***
Mary Hunter, ***Editor***

D.C. CITIZENS FOR BETTER PUBLIC EDUCATION, INC. – A UGF AGENCY
95 M Street, S.W., Washington, D.C. 20024 – Telephone: 484-7030

NAME _____

ADDRESS _____

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Supporting memberships	$10.00
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Other:	

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Join today – Renew Today

Please make checks payable to "D.C. Citizens." Donations are tax deductible.

Julius W. Hobson
Presented: D. C. Citizens
for Better Public Education, Inc.
Annual Meeting

PRESS RELEASE
5/28/69

117 DAYS VERSUS 423 DAYS

Closely linked to student needs, my topic for today, is the whole concept of "Board Progress." The first elected school Board in the District of Columbia has held office 117 days. In contrast, although the Superintendent has held office 423 days, it became painfully clear at the first Board meeting that even the most basic information on the District schools was still unavailable. Administration decisions appeared to be based on intellectual guesswork, outdated and limited reports and personal prejudice. How can the Board, or any community organization, make decisions relevant to the needs of all the students if simple questions remain unanswered such as:

1. Which schools/Wards have the lowest expenditure per pupil? Which pupils are being shortchanged?
2. How many "experiments" and "special projects" are in process? How much do they cost? How many children do they benefit? What were they designed to do and how successful have they been?
3. What teaching equipment is available, by school? Is such equipment (typewriters, movie projectors, etc.) evenly distributed for student use?

4. What schools retain rigid tracking patterns in violation of the Law?

   "Ability grouping" utilizing the <u>same</u> curriculum by grade and covering similar material in each subject area but with varying degrees of complexity was not prohibited by the court. In addition, "special adjustment classes" were only prohibited when used as a permanent dumping ground for "troublesome" students -- not when used as a temporary measure to deal with emergency problems.

5. What required subjects and what elective subjects are available, by grade, in each District Junior High and High School? What have been major curriculum changes in English, History and Mathematics since the Wright decision?

6. How many textbooks are available for each student, by school? How many of these are obsolete?

7. How many schools have libraries and permanent library space? How many books are available for the regular use of students?

The Board's specific request for this basic information has met with continued "excuses" and endless delays by the Administration. Only the information on school Libraries is complete. How can the Board indiscriminately vote new problems and policies when they may be in violation of the law and contributing to inequities in the system. For instance, after 423 days, Dr. Manning has said in other words that he has not done more on the implementation of the Wright decree, because he thought that the old Board of Education's report to the court was sufficient, and that he did not have the necessary information to implement the Law. At that pace, Dr. Manning's interest in the construction of adequate schools, improved reading and the implementation of the Passow Report and the Wright decision is apparently scheduled for the year 2000.

I am not arranging data to question the competency of Dr. Manning as Superintendent of the District schools. I am not interested in condemning or supporting Dr. Manning, but only in providing an effective school system for our youngsters.

Struggling without basic decision-making tools, the School Board has made surprising progress, primarily in the area of community participation sometimes termed "disruptions" by the uninformed. A rigid system formerly based on personal privilege and authoritarian self-righteousness is slowly becoming more responsive to community needs, witness:

1. The passage of the student demands which will bring to the schools by September 1: no more "snow white" textbooks; the use of an increasing number of books written by Afro-Americans; a new emphasis on reading skills (improved instruction, speed reading courses, improved grammar instruction); an expanded social studies program to include African studies (culture, history, self-realization); supplementary black history books (until such times as books present the true American past); Swahili as a modern language; modernized sex education with students helping to design the subject matter; non-compulsory Physical Education or credit for participation.

2. The Tacoma parents request for a functional school rather than an outdated box led to a new look at the whole area of school construction; a new policy was established to encourage the employment of architects living and operating in the District; the elected Board also established a concept of equity and fairness in school construction -- along with the recognition of community authority.

3. The Board developed a community concept of formulating the budget as an extension of the Democratic process -- the procedure will be cumbersome, but it has seeds for positive results.

Citizens must remember that the new Board works within the framework of a totally appointive city government that has been concerned with the people doing the appointing rather than to the wishes and the needs of the community. As the first elected local governing body in this century, the Board is beginning to take advantage of the unique opportunity to respond to the needs, desires and wishes of the electorate. It is inevitable that as elections continue, the electorate will become more sophisticated and those elected will become more responsible which is the true strength of the Democratic process.

4. And finally, the Board, through recent decisions, has recognized the legal requirement of the District school system to educate children, not throw them out on the streets -- regardless of student personality characteristics, shade of color, or dress preference we have accepted the responsibility to educate all youngsters to function in a Democratic society. This may mean exposing them to some positive Democratic experiences, like developing their own dress codes. Implementation will be difficult, many teachers will leave as they find their absolute authority questioned and punitive methods challenged -- but this may be an essential part of change.

I believe in effective discipline in the schools, but discipline that is self-engendered in response to teachers that provide excellence, understanding, kindness and concern. I believe that equality in a democracy really means equally of opportunity and respect, on the part of adults as well as students.

Our school system is now in a crises and to survive we need all the positive help we can get -- help from the community, the teachers, the parents, the children, the government, from all willing people regardless of their color, economic, political or social positions.

Recent newspaper editorials* identify school unrest as District issues, they failed to report that student requests for reform extend beyond our boarders as a recent Gallup Poll confirms. Eighty-one percent of all students interviewed wanted a greater say in the running of their schools and 75% wanted a greater say concerning courses, examinations and course requirements. The student majority appear in sympathy with the goals of the militants and community organizations should understand this fact as they work with student groups.

Already change appears -- an Arlington High School delegated authority to the students for developing a "dress code", and found the students responsible! Last week, a Montgomery County School Board member and high ranking HEW employee, endorsed the abolition

* Star 5/24/69
* Post 5/23/69

of dress codes, the publication -- by students -- of underground newspapers and student evaluation of teachers. High school students in Potomac attempted to distribute forms asking students to evaluate their teachers, and were criticized by the administration.

TIMES ARE CHANGING -- CAN WE?

Budget Committee

BOARD OF EDUCATION OF THE DISTRICT OF COLUMBIA
PRESIDENTIAL BUILDING
415 TWELFTH STREET, N. W.
WASHINGTON, D. C. 20004

STATEMENT OF MRS. ANITA F. ALLEN, CHAIRMAN, AD HOC COMMITTEE
OF THE BOARD OF EDUCATION OF THE DISTRICT OF COLUMBIA

BEFORE

THE HONORABLE WILLIAM H. NATCHER
CHAIRMAN, SUBCOMMITTEE ON APPROPRIATIONS
FOR THE DISTRICT OF COLUMBIA
HOUSE OF REPRESENTATIVES

APRIL 16, 1969

The members of the Board of Education of the District of Columbia unanimously requests your assistance in securing approval for amendments to the Fiscal Year 1970 Capital Outlay Budget for the District of Columbia Public Schools. Specifically we are asking that you give favorable consideration to requests to appropriate construction funds for high priority projects that will be ready for construction over several months near the close of the fiscal year and perhaps a few that may not be ready until the first weeks of the succeeding July.

The newly elected Board of Education, in its efforts to reflect the concerns of the Washington community, reviewed the school building program and changed the construction priorities to best allocate the most severe overcrowding, particularly in the Anacostia and far Northeast areas. Even with hundreds of children being bussed out of certain areas to empty seats across town, with increased efforts to lease available space, and with demountables being constructed, we can anticipate increasingly overcrowded situations in some sections of this city until the permanent buildings proposed can be completed.

We know that it has been the practice of your Committee to disallow funding requests for projects where the design will be completed late in the fiscal year. The District Government and the Board of Education, however, have jointly agreed to tighten up on the design timetable for the approximately $37 million in construction funds involved out of the

total $55.7 million request approved by the Mayor-Commissioner and the City Council. It is, therefore, highly likely that all construction can be started prior to the close of the fiscal year.

We feel strongly that the total funding should be approved for the following reasons:

1. Since design money has been appropriated for all the projects in question, the appropriation of construction funds in the Fiscal Year 1970 Budget will assure a continuous design -- construction -- occupancy sequence.

2. Not having construction funds available in the Fiscal Year 1970 Budget will mean a delay of between six to ten months for those projects where design is completed in the period between January and June, recognizing that the Fiscal Year 1971 appropriation will not be available at that time.

3. More important, construction projects started in July or earlier will almost invariably be ready for occupancy in twelve to fifteen months or at the beginning of the school year in September. Construction projects which do not start until fall, because the new fiscal year appropriations are generally late, cannot be ready for occupancy until the middle of the following school year. The disruption to the educational program is incalculable when school boundaries have to be redrawn during the school year. The Board faces the dilemma in such a situation of switching children and facing the wrath of the community or leaving the schools unoccupied for some months and facing the wrath of the Congress.

4. The six-year school construction program approved in 1966 by the Board of Education is even now behind schedule. The loss of $37 million in Fiscal Year 1970 could have a devastating effect on an already restless community.

The Board of Education, District of Columbia Government officials, and school system officials pledge to adhere to our accelerated school design compact. We are asking that your Committee approve the total $55.7 million in construction funds so that such funds can be available as soon as the school design is complete, even though that may be in the several months near the end of the fiscal year or in the first few weeks of July of the succeeding fiscal year.

FOR THE BOARD OF EDUCATION

Mrs. Anita F. Allen, Chairman
Mrs. Martha S. Swaim
Mr. John A. Sessions
Ad Hoc Committee

PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA
The Secondary School Office
The Presidential Building
415 12th Street, N. W.
Washington, D. C. 20004

May 5, 1969

POLICY STATEMENT CONCERNING DRESS OF PUPILS

Dress

1. "The schools expect each responsible pupil to come to school neat, clean and appropriately dressed." (Board approved pamphlet "Improving Pupil Behavior")

2. Individual schools, with students, faculty, and community involvement, ~~may~~ shall develop school codes of dress within the generally accepted standards of "neat, clean and appropriate" as outlined in the pamphlet "Improving Pupil Behavior", which has been approved by the Board of Education, and from which Number 1 above is taken.

3. No school may set arbritary codes of dress for its student body, nor refuse admission to a pupil or send him home if he fails to meet any code of dress as outlined in Number 2 above.

4. The schools, through the counselors, or school officials, will make every effort to secure suitable articles of clothing for any child in need, whose parents are not able to provide such items for him.

5. Only when the clothing of a child, including shoes, becomes offensive to others in terms of cleanliness or when it disrupts the Instructional program in the school for other students, because of its bizarre or immodest nature which stretches the idea of appropriateness to the breaking point, will remedial action be taken. Such action, initially, will involve an appropriate request by the principal to the pupil to correct the condition. If the pupil refuses, this becomes an undisciplined act on the part of the pupil, and will lead to an immediate conference with the responsible adult as the first step in remedial action.

Approved:

George R. Rhodes Jr.

George R. Rhodes, Jr.
Assistant Superintendent

GRR:py

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Name	Position	Name	Position